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UNIVERSITY OF ALBERTA

REGULAR CLASSROOM TEACHERS' EXPERIENCES WITH INTEGRATING SPECIAL (EDUCABLE MENTALLY HANDICAPPED) CHILDREN

BY

LORAINE A. HARBIN

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of **MASTER OF EDUCATION**

IN

SCHOOL PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

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UNIVERSITY OF ALBERTA

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **"Regular Classroom Teachers' Experiences With Integrating Special (Educable Mentally Handicapped) Children,"** submitted by **Loraine A. Harbin** in partial fulfillment of the requirements for the degree of **MASTER OF EDUCATION** in **SCHOOL PSYCHOLOGY.**

Prof. M. A. Bibby

Dr. J. Blakey

Dr. C. Yewchuk

DATE: September 29, 1992

This book is dedicated

to my daughter,

ERIN ALENA MOONEY

Whose presence in my life has given me the desire and strength

to be the best I can.

Whose birth instilled in me an intense empathy for all the

parents of Special children.

Whose being has taught me the true meaning

of unconditional love.

You are a very precious child.

You are an inspiration.

ABSTRACT

The purpose of this study was to investigate Regular classroom teachers' experiences integrating Special (Educable Mentally Handicapped) children into their Regular classrooms. A qualitative methodology was chosen because of the focus on the everyday lived experiences. This methodology allowed for a thematic analysis of the teachers' experiences with integration.

There were three Regular teachers involved in the study. Of these three, one was a first year male teacher, one was an experienced female teacher, and the other was a female teacher who had taught Special Education for ten years and was now a Regular classroom teacher.

In each teachers' experience, there were variations of the phenomenon as well as common experiences. First order categories were generated and comprised the essential structure of the teachers' experience with integration. These were refined to third order themes which included; "The Importance of a Sense of Belonging and Acceptance," "The Effect of Positive and Negative Attitudes," "The Experience of the Regular Students," "The Experience of the Special Students," and "The Experience of the Regular Teacher".

Overall, this study indicated that the Regular teachers felt positively toward integrating Special students, with the exception of those who were behaviorally disturbed. Incorporated into the discussion are the experiences of both Regular and Special children. The study highlights both positive and negative reactions and attitudes of the teachers and relates this discussion to other research which has investigated the complex issue of integration.

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I am indebted to the three teachers who shared with me their personal experiences with integration. They gave of their time and knowledge willingly. It was heartwarming to observe such dedicated and caring teachers interact in the lives of the Special children.

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Chapter I

Introduction

Integration, or mainstreaming, is the process of providing Special Education services to exceptional children in regular classes and schools. It is presently one of the most controversial issues in education. Integration is not intended to eliminate Special Education classes, Special Education teachers, or support services, rather it is meant to work with them in providing a continuum of services. In Alberta, the School Act passed in 1988 requires each school district to identify children with special needs and to adequately supply appropriate educational programs. Alberta Education (1991) states: "If integration is considered a moral and ethical imperative, then school districts are obliged to implement practices which ensure appropriate instruction for every student" (p. 10).

Definitions

Recently there has been much attention paid to the effect of language on teachers and students with special needs. There has been a shift from the use of words with negative connotations to more positive labels and descriptors. Labels more often now emphasize personal qualities or abilities rather than disabilities.

The following definitions clarify the meaning of certain terms used in this thesis:

- **Special children**: The term Special children in this study refers to those children who are Educable Mentally Handicapped (E.M.H.). By using a term such as "Special" I can avoid the negative labelling that occurs when a child is referred to as mentally handicapped. Capitalization of Special alerts one to the fact that this group is different from other children who are in fact special in their own way. The Special children discussed in this study fit into the following criteria;

  - the student's performance on an appropriate intelligence test yields an I.Q. score between 50±5 & 75±5.
  - the student is significantly behind others at his/her

grade level in reading, writing, arithmetic, and other school subjects.

In addition to the above, the children involved in this study may have had physical handicapping conditions such as delayed fine and gross motor skills, visual perception problems, and/or social, emotional, or behavioral problems. Some of the children in the study were on medication.

- **Special program**: A Special program refers to the segregated setting in which the Special students spend a portion of their day at school. These classrooms have a limited enrolment (approximately 10 children), a Special Education teacher, Special Needs Aides and various materials and equipment to accommodate the individual needs of the students.

- **Integration & Mainstreaming:** For the purposes of this thesis these terms are used interchangeably. In the school in which my research took place, the term integration meant that approximately fifty percent of a Special child's time was spent in a Regular classroom with a Regular classroom teacher and the other fifty percent in a Special program with a Special Education teacher.

Question and Overview

As the numbers of Special children attending Regular classrooms increase, the implications for Regular classroom teachers are greater. The question this study explored was, "What are the personal experiences of Regular classroom teachers who have Special children integrated into their programs?" Information was collected through interviews with Regular classroom teachers. They were encouraged to express and reflect upon their impressions and opinions regarding their experience with mainstreaming. Open-ended questions attempted to explore the many factors involved. What was it like to have Special children in a Regular classroom? What were the teachers' perceptions of the advantages and disadvantages of mainstreaming? What process did a teacher go through as he or she worked with special needs students?

The quality of education that handicapped students are now receiving depends primarily on the attitudes of Regular classroom teachers serving these children (Bender & Ukeje, 1989; Berryman, Neal & Robinson, 1980; Darvill, 1989; Duquette & O'Reilly, 1988; Frost & Common, 1989; Garver-Pinhas & Schelkin, 1989; Hanrahan,

Goodman & Rapagna, 1990; Harvey & Green, 1984; Horne, 1983; Larrivee, 1981; Reynolds, Martin-Reynolds & Mark,1982; Stein & Wang,1988; Winzer, 1984, 1987). Clearly, these attitudes are the hinge upon which the door to successful integration opens or closes. Many studies have investigated issues relating to integration (e.g. - teacher attitudes, modifying programs, teacher training), but few have interviewed Regular classroom teachers themselves as they worked with integrated children. This qualitative approach provided for a better understanding of the lived experience of the teacher.

Three teachers were selected on a volunteer basis to share their experiences in mainstreaming. They were teaching in an urban elementary school that housed a Special program. Each of the teachers had Special children integrated into their Regular programs. The teachers' experiences of mainstreaming were collected through interviews. A classroom observation was done prior to the interviews in order to make them more meaningful. I was able to ask specific questions regarding what I had seen occur between students and the teacher. Information collected was systematically analyzed for general themes and patterns. The study,

being qualitative in nature, aimed at a description of the Regular classroom teachers' experience. The interpretation of this material allowed for deeper understanding of the challenge faced by a Regular classroom teacher with a mainstreamed handicapped child. I expect it will provide other teachers with some support and insight into the process of integration. The intention of the study was not to provide generalizations or conclusions, but understanding.

Importance of the Study

Attitudes toward educating special needs children have changed dramatically over the past twenty years. While there has been a great deal of controversy about mainstreaming, the trend in all educational programs is moving from segregation to integration. Integration, or mainstreaming as it is often called, has been defined by the Canadian Education Council (1985) as "an educational placement procedure for exceptional children based on the conviction that each child should be educated in the least restrictive environment in which his or her educational and related needs can be satisfactorily addressed" (p. 5). The "least restrictive

environment" refers to the educational placement of students in a setting that is as close to the Regular classroom as possible (Blackhurst, 1985). What constitutes a more or less restrictive environment depends on the needs and strengths of the individual child.

Growing numbers of children with disabilities have been placed in Regular educational programs during the recent past (Hill, 1988; Brown, Long, Udvari-Solner, Davis, VanDeventer, Ahlgren, Johnson, Gruenewald, Jorgensen, 1989). There are many reasons for this push towards "normalization", which has been defined as the philosophy that all children with handicaps should have the opportunity to live their lives as closely as possible to the "normal" (Chapman, 1988). The concept of integration provides an opportunity for handicapped children to participate in the mainstream of society.

In some areas the concept of normalization is legally mandated (Hill, 1988). In 1975 the United States passed the *Education of all Handicapped Children Act* (PL94-142) which mandates appropriate education for all children in the least

restrictive environment (York & Vandercook, 1990). In Canada there is no such Federal regulation. Each province and territory is responsible for its' own education laws. Manitoba, Newfoundland, Nova Scotia, Ontario, Quebec and Saskatchewan have legislation that mandates the provision of educational services to handicapped students (Hill, 1988). The other provinces have permissive laws which give individual school boards the option of providing educational services to handicapped children (Poirier & Goguen, 1986).

Educators such as Stainback and Stainback (1987) and Forest (1985) strongly advocate that the handicapped child be placed in Regular classrooms. It has been demonstrated that attitudes toward the handicapped are more positive when others have had the opportunity to interact with them, and that the handicapped learn from modelling normally developing children's behavioral patterns when teacher intervention is applied (Chapman, 1988; Jenkins, Odom, Speltz, 1989; Putnam, Rynders, Johnson & Johnson, 1989). Forest (1988) strongly states that all children should go to their neighbourhood schools and attend age appropriate classes with the

only criteria for entrance being "breathing" (i.e., life itself).

The debate over integration has been influenced by a number of issues other than those focused on providing the best possible opportunities for special needs children. Many concerns have been expressed by Regular classroom teachers as they often feel ill-prepared to meet the challenges of integration. The issues of teacher training, modification and adaptation to programs, class size, support services, teacher attitude toward integration and various handicapping conditions, and concerns for Regular students are discussed in greater detail in the literature review in Chapter II.

Many special needs students are now attending their neighbourhood schools (Brown et al, 1989). The action plan released by Alberta Education in 1991 includes the development and implementation of a policy that emphasizes "integration into the Regular classroom as the norm for disabled students." Segregated educational facilities are closing down and exceptional children are being placed in Regular classrooms (Duquette & O'Reilly, 1988). When providing educational programs in the least restrictive environment, Regular classroom teachers have an important

responsibility to ensure that special needs children will have the best experience possible (Shapiro & Margolis, 1988). This experience depends primarily on the acceptance of these children by teachers in their Regular classrooms (Harvey & Green, 1984; Horne, 1986).

As integration is a relatively new practice, there are limitations on the quantity and quality of research studies completed. The majority have been completed in the United States. The literature is able to quantitatively identify what the areas of concern are regarding mainstreaming, but it does not clearly state how these issues can be solved. An examination of the present literature reveals that greater specifity and clarity is needed to gain an understanding of the variables involved in the issue. As the act of implementing mainstreaming lies with the Regular classroom teacher, it naturally follows that they are most likely to understand the phenomena. A qualitative study allowed a first-hand look into the actual experience of the Regular classroom teacher integrating Special children.

At the time of this writing, two previous studies at the

University of Alberta had explored the issue of mainstreaming and Regular classroom teachers. Both of these studies had an overall tone and focus on the concerns and problems surrounding mainstreaming. One was a quantitative study by Speidel (1989), which looked at the issue from the viewpoint of investigating teachers' major concerns. The second study by Heidemann (1988) examined the implications of the mainstreaming policy for the rural classroom teacher using a qualitative approach. It is well known that teachers in rural areas have comparatively limited resources and support services due to lack of funding and availability of consultation specialists. Assuming support services are more accessible for urban teachers, the present study was designed for them. This study proposed to gather information that was not directed in proving that mainstreaming was either advantageous or disadvantageous, but to discover the nature of the teachers' experience by allowing it to emerge through their stories.

I acknowledge that I began this research with biases and preconceived notions (see section on Bracketing), but I attempted to explore the data with an open mind. By going directly to the

teachers, I could gather rich data through less tangible matters such as feelings and personal reactions. Life is never static, and new awakenings are continually needed to help our understanding of the phenomena.

Chapter II

Review of Literature

Introduction

A study of the background literature will provide the framework for understanding the mainstreaming issue. The central focus, being the classroom teachers' experience, will be more meaningful after looking at the recent research completed in areas related to: (1) teacher perceptions and attitudes towards mainstreaming; (2) teacher concerns; (3) teacher training; (4) modification of Regular programs; (5) attitudes toward various handicapping conditions; (6) teacher demographics. The intent is to provide the reader with a "backdrop" to enrich the analysis and presentation of the data collected.

Teachers' Perceptions and Attitudes

The first area explored dealt with teacher attitudes toward mainstreaming. There are as many different feelings and attitudes as there are people. These attitudes are the result of many differing experiences and philosophies. It has been suggested that teacher

attitudes are crucial to the success of mainstreaming exceptional children (Garver-Pinhas & Schmelkin, 1989; Reynolds & Martin-Reynolds & Mark, 1980; Larivee, 1981; Winzer, 1987). It is well known that positive attitudes encourage positive behaviour, while negative attitudes promote negative behaviour in both those who perceive and those who are perceived. Winzer (1985) identified the lack of commitment toward mainstreaming by the Regular classroom teacher as one of the most significant predictors of failure in the program.

Legislative changes, with resulting policies and practices, make it inevitable that special needs children will be placed in Regular classrooms for a significant portion of their education. As Larrivee (1982) states:

> While mainstreaming may be imposed by binding laws, the manner in which the classroom teacher responds to the needs of the special child may be far more a potent variable in ultimately determining the success of mainstreaming than any

> administrative strategy or curricular strategy. (p. 374)

Attitude cannot be legislated. Mainstreaming will be successful only if teachers and support staff are fully and knowledgeably committed to meeting the special needs of children. Integration can be legislated, but that does not ensure that it will take place.

Horne (1983) used a questionnaire to investigate attitudes toward mainstreaming issues with 139 teachers from the New England States. Her study suggested that Regular classroom teachers tend to hold negative attitudes toward special needs children and that their confidence to work with these children cannot be assumed.

> Teachers demonstrate a lack of confidence in their ability to work with students with special needs. . . it seems that they perceive mainstreaming as requiring significant changes in their classroom procedures and changes in instruction and curricula which many are not necessarily willing to make. (p. 96)

Teachers accepting handicapped children into their classrooms may

care about *all* children and be committed to a belief that *all* children are entitled to equal education or, conversely, they may regard these children as obstacles and therefore are filled with resentment. Attitudes and values can be based on misconception or prejudice that can be deeply rooted (Shapiro & Margolis, 1988). Duquette and O'Reilly (1988) stated that, "perceptions are subject to a variety of cultural, personal, organizational, and other factors which attenuate an individual's ability to perceive accurately" (p. 392).

Some teachers are intolerant of integration based on the feeling that handicapped children really should be in segregated classrooms (Myles & Simpson, 1989; Reynolds, Martin-Reynolds & Mark, 1982). These are enclosed learning environments where the classrooms are smaller, the teachers have Special Education training, the curriculum materials are specially designed, and the handicapped children are separated from the Regular children. During the 1950's and 1960's, students with relatively mild handicaps were regularly placed in segregated settings. It was thought that these special placements could better meet the special

needs of the students. This attitude went hand-in-hand with the common fear that "defectives" in Regular classrooms would detrimentally affect their non-handicapped peers.

In order to change negative teacher attitudes, there is an urgent need for reframing thoughts about exceptional children. Sokolyk, in a Canadian Education Council report (1985) stated, "the first competency required of a teacher is the ability to model acceptance of the handicapped child and to teach the children to value diversity. The classroom teacher helps most by facilitating acceptance." (p. 2-3). Ward and colleagues (1979) stressed the importance of examining one's own feelings and behaviour in order to change attitudes. For many teachers, developing positive attitudes toward the handicapped is the first step in the implementation of a mainstreaming program (Harvey & Green, 1984).

Perceptions of one's ability as a teacher in dealing with the handicapped have been significantly related to attitudes toward mainstreaming (Larivee and Cook, 1979). Teachers' perceptions are a result of a variety of personal, cultural and organizational factors that influence their ability to perceive clearly. Perceptions are

derived from experience. Harvey and Green (1984) found in their quantitative study of 106 teachers, 252 teachers in training and 63 non-teachers in the New Zealand educational system, that "feeling at ease" with handicapped children and confidence in teachers' knowledge to identify and educate handicapped children increased significantly when the teachers had previously worked or lived with handicapped children. Casey's findings (1978) clearly mirrored that positive attitudes were associated with personal experiences with particular children. Personal contact with special needs children encouraged acceptance and positive attitudes.

Duquette & O'Reilly (1988) used a questionnaire to examine the attitudes toward mainstreaming held by 189 elementary teachers who had some experience integrating exceptional students in their Regular classrooms. Results showed that teachers' attitudes are generally favourable toward mainstreaming if: (1) they are supported by their administrative staff; (2) mainstreaming doesn't require a lot of extra time and effort on their part; (3) they see positive changes in the children with whom they work; (4) the current social value and professional beliefs held by educators is

positive towards integration. These teachers perceive integration as being satisfying and positive for all those involved when the conditions were met.

Teachers who have Special children placed in their Regular classrooms have a responsibility to investigate their own negative and prejudicial attitudes. Hanrahan, Goodman, and Rapagna (1990) rated 35 teachers in segregated settings and 41 Regular classroom teachers on an inventory scale. They stated that, "Regular teachers must be shown that their concerns, although understandable, can be reduced and that they can meet the new instructional and management demands of mainstreaming" (p. 473).

Teacher Concerns

This brings us to the second issue, "What, then, are the Regular classroom teachers' concerns?" Teachers' negative attitudes are engendered by legitimate concerns over their skills, personal priorities, and emotional barriers. The Canadian Education Council (1985) stated that, "Teachers do not feel adequately trained to handle the needs of exceptional pupils" (p. 21). Their research

showed that some teachers felt threatened that the slow pace of the exceptional child was a reflection on their teaching. Some felt that there was inadequate support and inservicing provided by administrators. Some expressed concern that there was a lack of communication between themselves and Special Education personnel.

Schumm and Vaughn (1991) used a Likert-type scale with 95 teachers to measure the desirability and feasibility of adaptations for mainstreamed students. They found that initial fears and concerns teachers felt toward integration were created because they were not adequately prepared and were unsure of what to expect. This "fear of the unknown" created anxiety and negative attitudes, especially when teachers had become comfortable with their Regular responsibilities.

Personal security and growth are relative. People change and grow when they feel safe and supported in meeting new challenges. York and Vandercook (1990) discussed achieving and maintaining change through collaborative teamwork. They note that,

> Collaborative teamwork provides the means by which the inevitable problems and barriers that will be

> encountered in the change to an integrated education can be overcome. A major hurdle, therefore, is the relative isolation in which teachers work in many schools. (p. 9)

Teamwork can provide the support needed to make effective change. Collaboration also takes the sole responsibility for the Special children's education away from the Regular classroom teacher and with it the perceived notion that teachers must be "all things to all people."

Some Regular classroom teachers are not willing to adapt curriculum, or make changes in the classroom to accommodate the needs of the Special child (Horne, 1983). There were those who believed that only specialists could adequately deal with an exceptional child. Many expressed a concern that they would have less time for Regular students and that there would be disruptions in the classroom. Some felt that special needs children would not benefit from mainstreaming situations (Reynolds, Martin-Reynolds & Mark, 1982). These concerns are real for these teachers; at the same time, they can became barriers that inhibit positive

mainstreaming.

Each Regular classroom teacher brings a unique set of personal resources and experiences to the class. If one believes that Special children are a detriment to the program it will have a marked influence on teacher effectiveness. A questionnaire designed by Myles and Simpson (1989) drew responses from 100 Regular classroom teachers soliciting types of modifications that facilitated the acceptance of exceptional children in Regular classes. The teachers reported that reduced class size and adequate support services were imperative to relieve teacher concern. This study voiced the opinion that inservicing would be helpful if approached on an individual basis, rather than looking at mainstreaming generally. Regular classroom teachers also reported wanting to be involved in the decision-making processes that arose regarding the integrated children. A limitation in this study was that the subjects were presented with a hypothetical situation and asked to respond. Their actual behaviour in a mainstreamed class was not assessed.

Teacher Training

Many Regular teachers felt they did not have the necessary training to provide adequate instruction to special needs children (Hanrahan, Goodman, & Rapagna, 1990). Roubichaud and Enns (1980) recommended that, "handicapped students should not be integrated into the Regular class before Regular teachers are properly trained to receive them" (p. 211). According to Hill, (1988) courses directed to the education of special needs children should be required by all teacher graduates. Reiff, Evans and Cass (1991) agreed that, "classroom teachers need to be competent in a wide variety of areas to ensure appropriate instruction of students with disabilities" (p. 58). They suggested that the way to ensure this was through preservice training.

A successful integration program is related to the teachers' perceptions of self-efficacy. This can improve with proper teacher training. Perceived difficulties can be reduced by providing suitable inservice training (Hummel, Dworet, & Walsh, 1985). In Hornes' (1983) study, the findings clearly supported the need for comprehensive in-service training programs for Regular teachers

with special needs children. Hoover and Cessna (1984) and Junala and Mooney (1986) found that greater amounts of Special Education training were associated with positive attitudes toward mainstreaming. In a study done by Harvey and Green (1984), teachers who had taken a course(s) in Special Education had significantly more positive attitudes toward mainstreaming.

The literature, however, appeared to be contradictory on the issue of teacher attitude and specialized training. Martin, Bernstein, Daly, and Cody (1988) detected no relationship between attitudes toward mainstreaming and the amount of Special Education background possessed by teachers. Center and Ward (1987) found that teachers with the least teaching experience were the most accepting of mainstreaming. These teachers were less set in their ways of teaching style and programming. In a study by Frost and Common (1989), contact, exposure and experience with exceptional children did not result in improved or positive teacher attitudes. In this study, of 100 elementary teachers and 100 teachers in elementary training programs, the University Special Education courses were not found to be effective in changing teachers'

attitudes. These findings were supported by Reynolds, Martin-Reynolds and Mark (1982), who found that there were no significant mean differences in teacher responses toward mainstreaming when compared on the basis of teacher age, teacher training, grade level taught, or previous experience with mainstreamed children.

However, teachers of mainstreamed children felt they needed more preparation in many aspects of the child's education (Hoover & Cessna, 1984; Munson, 1987; Reynolds, Martin-Reynolds & Mark, 1982). For example, training in how to promote friendships and social interactions between the special needs child and the Regular children in the classroom was found to be beneficial by Putnam, Rynders, Johnson and Johnson (1989). Also helpful may be training in preparing nonhandicapped students to be sensitive and aware of the handicapped person in the classroom (Shapiro & Margolis, 1988).

For some teachers, taking Special Education courses seemed to give them the confidence that they would be able to identify and educate children with special needs (Horne, 1983). Practicum experience with a variety of handicapped children was recommended as beneficial in teacher training programs (Reynolds, Martin-

Reynolds & Mark, 1982).

Modifying Programs

It only makes sense that if a child had been identified as having significant learning problems, these problems would continue to exist, even though the child was mainstreamed into a Regular classroom (Munson, 1987). It may even be inappropriate to insist that academic success is a goal for some handicapped children. It would then be necessary for teachers to provide modifications to the Regular programming to accommodate individual special needs. Where mainstreaming legislation has been enacted, it was assumed that Regular classroom teachers would automatically and willingly make such modifications (Schumm & Vaughn, 1991). In many cases, however, teachers felt they were inadequately prepared to make modifications to instructional curricula, or were unwilling so to do (Horne, 1983; Munson, 1987).

Munson (1987) used an interview process to investigate 26 Regular classroom teachers' perceptions of education program modifications made for mainstreamed mildly handicapped students

(MMHS). Both quantitative and qualitative analysis procedures were used. This study addressed the issue of the Regular classroom teacher's concern that there was often a lack of time to prepare an individual program for the mainstreamed child. The number of modifications reported for MMHS was minimal. The findings indicated that Regular classroom teachers were more likely to make the kind of modifications that they would make for any student, for example, format of directions and assignments or classroom test administration procedures. Modifications that required altering the difficulty level of tasks were made less often. Interestingly, older and more experienced teachers reported fewer modifications as well as teachers with larger class sizes. Munson (1987) felt that in order to attain the goal of academic success for MMHS that curricular adjustments must be made.

In a study done by Ammer (1984) 50 percent of the 70 Regular classroom teachers surveyed were making no modifications to their programs. The lack of this commitment to curricular adjustments for integrated special needs children is of distinct concern. If the goals for these children continue to be unmodified, the practice of

mainstreaming will become a negative experience for the child and the teacher (Munson, 1987). This issue brings to the fore-front the great need to train teachers in modifying educational programs. It also highlights the need for release time in order that a teacher may plan appropriate Individualized Educational Plans. Mainstreaming programs without these conditions are inappropriate.

Attitudes Toward Handicapping Conditions

As an increasing number of handicapped children are placed in Regular classrooms, there is a proportional need for exposure to a wide variety of these children in teacher training. Different types of disabilities evoke different attitudes from teachers toward mainstreaming. Berryman and Berryman (1981) reported that teachers were more willing to accept handicapped children into their Regular programs if it did not have a negative effect on the Regular children. As Hayes and Gunn (1988) reported, negative attitudes were increased when the mainstreamed child had a cognitive or emotional delay. This was confirmed in a study by Williams and Algozzine (1979) that found that the highest rejection

rate by teachers was towards educable mentally handicapped and behaviour disordered children. In a study by Frost and Common (1989), teachers were most accepting of the emotionally disturbed and least accepting of the mentally handicapped.

In a study done by the Canadian Education Council (1985), Special Education teachers had the highest rating of seven groups in the area of willingness to accept integration and in the area of positive attitudes toward such a program. Regular classroom teachers had the lowest. It was also noted by Darvil (1989) that attitudes toward integration became less positive as grade level increased, with the most positive attitudes toward integration being expressed at the early childhood level.

Teacher Demographics

The existing data are contradictory as they suggest that teacher demographics may or may not influence the success of mainstreaming. Harvey and Green (1984) cite studies suggesting that variables such as class size, the size of the school, the age of the teacher, the teacher's years of experience, or the teacher's area

of specialization have no significant effect on attitudes toward mainstreaming. This was consistent with the findings of Reynolds, Martin-Reynolds and Mark (1982) that there were no significant differences in teacher responses toward mainstreaming based on age, teacher training, teaching experience or grade level taught. Conversely, in Harvey and Green's (1984) research, older teachers felt more prepared to deal with the handicapped in their classrooms and also felt that class size was critical. Perhaps this reflected their years of experience and, consequently, their level of confidence in teaching children.

Some of the literature suggested that the gender of the teacher had no effect on attitude toward mainstreaming (Foley, 1978; Hughes, 1978), while another study by Higgs (1975) found that female teachers were more positive. In a more recent study, Frost and Common (1989), found that gender was significantly related to attitude, with male teachers being more accepting of handicapped students in the Regular classroom than female teachers.

Summary

Mainstreaming is a reality for many school systems and Regular classroom teachers. There are numerous issues related to this intervention. It is generally accepted that positive teacher attitudes will contribute to the success of the programs. Many studies discussed the Regular classroom teachers' perception of inadequacy to meet the needs of exceptional students. As one can see, it is a very complex issue! Merely placing handicapped children in Regular classrooms does not guarantee successful mainstreaming, although careful consideration of the factors outlined in this chapter can help. As Winzer (1987) stated, "The mere physical presence of exceptional children in the regular classroom does not ensure their learning. Each child must be socially and instructionally integrated with other children" (p.17).

As mainstreaming becomes an actuality for many, it seems important to help develop a greater understanding of what the Regular classroom teachers' experience is in the process. A qualitative methodology allows a first-hand look into the actual experience of the Regular classroom teacher interacting with

Special children. Well-designed research on this matter is timely.

Chapter III

Foundations of Methodology

Introduction

This qualitative study was designed to discover insights by exploring with Regular classroom teachers their experiences with mainstreaming Special children. In the following section I will provide the reader with a statement of the research question, and my rationale for the study, in order to clarify where my interest in this phenomenon began. I will "bracket" my biases and presuppositions to reveal how my own personal values are related to the subject of mainstreaming. This will be followed by a brief introduction of the teachers who participated in this study as well as a description of the actual procedures used in collecting and analyzing data. The analysis was thematic, which allowed a focus on the latent meaning by ordering clusters of themes. Through this analysis there was an attempt to have a deeper understanding of the way these teachers experience the world. Finally a discussion regarding trustworthiness and ethical considerations will be presented.

Methodological Perspective

To understand the question of how a Regular classroom teacher experiences the phenomenon of integrating a Special student, a qualitative methodology was chosen. Qualitative research allowed me to look at the phenomena as they are actually lived and experienced. According to Giorgi (1975), the lifeworld means the everyday world as it is lived by all of us prior to explanations and theoretical interpretations of any kind. Emotions, motivations, symbols and their meanings, empathy, and other subjective aspects associated with the naturally evolving lives of individuals make up one's lifeworld (Berg, 1989). The lifeworld is essentially all of a person's affective and physical responses to his or her experiences. This research required an approach that allowed the researcher to enter each teacher's lifeworld, to investigate how the participant encountered the world and how the world influenced him or her. This whole aspect was of fundamental importance in understanding the teacher's perspective of integration.

We exist within a context. The participants and their environment cannot be separated. They can be viewed as co-constituting each other (Valle & King, Osborne,1984). The way we

construe the world is a product of how we interpret day to day experiences and the way the world reacts to us. This concept became very apparent in the interviews with participating teachers. When describing their experiences they had a tendency to focus on the children in their classrooms rather than on themselves. The stories about the children reflected how the teachers perceived their world. Their perception became the basis of their actual experience. This research attempted to enter into each teacher's environment and discover the essence of that experience.

Statement of Research Question

The major question proposed to teachers in this study was, "What is your experience as a Regular classroom teacher when integrating Special children into your classroom?"

Bracketing

I am interested in the mainstreaming issue for a number of reasons. My daughter was born with Spina Bifida and the reality of the mainstreaming issue became very important in our lives. I spent many hours in the first few years imagining what her experience in

the school system would be if she were confined to a wheelchair, incontinent or intellectually delayed. Would the attitudes of her teachers and classmates be positive and accepting, or negative and rejecting? Would she be placed in a Regular classroom in our neighbourhood school, or would she be required to be bussed away to attend a Special classroom? As a parent of a special needs child, ideally I would want to be given the choice of what educational placement I thought best for her. I would definitely want her to live her life as close to the norm as possible.

I am an advocate of mainstreaming for most Special children and believe that the debate is one of philosophy, not placement. I like to think that we are focusing on unique children more than just programs and placements. If we truly understand the "why" of mainstreaming then the "how" naturally follows. If we really want children to have a sense of inclusion and normality, we will do what it takes to accommodate their individual needs and make them welcome. Integration means to be *a part* of a group, not *apart* from it! Integration is more than just being placed in a Regular classroom. It means belonging!

I have witnessed "living proof" of the benefits of inclusion. I

taught Early Childhood for ten years and had many Special Needs children integrated with my Regular classes. I acknowledge that integrating Special Needs children is much easier to accomplish at the Early Childhood level than it is in grade school. Although my experience with these children was generally positive, I believe some inservicing, or educational training at the University level, would have enhanced my initial feelings of confidence and competency. Initially each situation was frightening. With exposure to these children, however, I soon forgot that they were disabled and saw them as very able individuals. I believe that their exposure in my classroom to the other normally developing children was a positive experience for all concerned. I learned many lessons from these children and grew personally from the experience. I also believe that for most of these children positive social skills and self-esteem are far more important faculties to have developed than academic success. Such accomplishments will be of particular benefit to exceptional children throughout their lives.

I am presently a school counsellor in an elementary school. For the past two years this school has housed two Special classrooms for Educable Mentally Handicapped students and two Enhanced

Learning Assistance classrooms for Learning Disabled students. When these programs began there was much negative response from the Regular classroom teachers who were involved with integrating these students. I observed a change in attitude as each teacher was exposed to the individual children in their rooms. This confirmed my own experience with Special children. Once you spend some time with persons who have handicapping conditions, you begin to view them as very capable human beings with a lot to offer the rest of society.

As integration of Special students in Regular classrooms becomes more prevalent I believe the question is not "Does integration work?" but, "What does it take to make it work?" The question is not "How do we teach Special children?" but, "What is the most effective way to teach individual children?" Regardless of race, religion, colour, creed or intelligence level, individual children's needs must be addressed by the teacher. The acceptance of Special children into Regular classroom situations is not a passing phase, rather it is a reality. The crucial question now becomes "What is the response of Regular classroom teachers integrating Special children into their programs?" A qualitative

study of this phenomenon will allow for greater understanding and support for other teachers dealing with the mainstreaming issue.

Although no research is completely removed from subjective findings, I have attempted to be as open-minded throughout the process as is possible. I did not wish to prove any particular viewpoint, rather to describe the direct experience of the Regular classroom teacher as it related to mainstreaming. The research question was generated from my personal interest in the relationship between Special children and Regular teachers. The following sections describe the design of the study, the participants, and the procedures I used to gather and interpret the data.

Design of the Study

I collected the life stories and personal experiences of the teachers using the interview as a research tool. I followed Kvale's (1983) guidelines for interviewing. The interview,

1) is centered on the interviewee's life-world
2) seeks to understand the meaning of the phenomena in his or her life-world

3) is qualitative

4) is descriptive

5) is specific

6) is presuppositionless

7) is focused on certain themes

8) is open for ambiguities

9) changes

10) depends upon the sensitivity of the interviewer;

11) takes place in an interpersonal interaction

12) may be a positive experience (p. 174).

Other interviewers see the goal of the interview as entering the life-world of the interviewee (Becker, 1978; Churchill, 1984).

Procedures

I first discussed the nature of the research with the teachers to see if they were interested in being involved. I then conducted a classroom observation followed by an open-ended dialogue with the individual teachers. I felt that it would be preferable not to ask ready-made questions, but to ask open-ended questions that allowed an exploration of the experience to the fullest. It thereby was more

likely to generate data which may otherwise have been missed. With each participant I found that active listening was a valuable skill to employ. After the interview I asked the participants to reflect on the issue and let me know about further insights. I asked each teacher to check the transcribed interviews for mistakes or misinterpretations. With one participant I conducted a second interview as I felt that I had missed discussing my observations in the classroom. Osborne (1989) stated that, "Successive data gathering interviews create a respiralling effect and enable a more complete illumination of the phenomenon" (p. 12). It was important to acknowledge that both the roles of the participant and the interviewer were crucial.

Classroom observations were incorporated as a means of getting to know the students and teachers better in their classroom environment. The observations provided a stimulus for some of the discussion during interviews. For example, "I noticed that Brian wasn't listening when you were giving directions. Does that bother you"? or "My impression was that you had to respond to him more than the other kids." I also kept a personal journal of thoughts, observations and interactions that reflected on the issue at hand.

Each of these methods was a different way of looking at the same issue. By combining several lines of sight, I could obtain a clearer focus of integration.

Participant Selection

The participants selected had to be able to illuminate the phenomenon of interest (Osborne, 1989; Wertz, 1984). According to Becker (1986), a basic qualification for participants is that they experience the phenomenon in their everyday worlds and possess a willingness and capability to verbalize descriptions of their experience. I chose teachers who had a shared interest in mainstreaming and with whom I had good rapport, thus enabling the participants the freedom to describe their actual experience.

For the purpose of this study, I chose three elementary school teachers who had Special children integrated into their Regular classrooms. All three taught in the same urban school. This was also the school in which I have been school counsellor for two years.

Having this close physical and psychological access was an advantage, as well as a disadvantage, in the data collection process. The advantage was that I knew the background and personalities of

the children and teachers from having interacted with them myself in the past. The disadvantage lay in my preconceived opinions toward the teachers involved and their individualistic teaching styles.

I presurmised that two of the teachers chosen for the study would be coping well with integration, while the third would be experiencing more difficulty. I also carried the opinion that one of the teachers was not as tolerant or accepting of the Special children and was inflexible toward modifying programs. I was surprised to hear this particular teacher express enjoyment about having Special children in the Regular classroom. Conversely, the teachers themselves may have had preconceived notions of what I wanted to hear.

Osborne (1989) suggested that one should look for variety among participants so the data is empathetically generalizable. "The interpreted structure obtained from one person should be found in the experience of other persons, if it has empathetic generalizability" (Osborne, 1989, p.8). Others (Alapack, 1973; Aanstoos, 1983; Wertz, 1984) found that providing contrasts among subjects helped to illuminate the phenomena. I attempted to involve

as wide a range of teaching experience as possible. I therefore approached and discussed my research with a first year teacher, a teacher who had previously taught Special Education in segregated classrooms and who was now a Regular classroom teacher, and a teacher who had taught in Regular classrooms for over twenty years. Two of the teachers were female and one was male. They each taught a different Grade level in the elementary setting. All three expressed a willingness and interest to be involved as participants in this project. In order to protect the anonymity of the participants they are referred to by fictitious names in this document.

Observation and Interview Process

The mutual use of observation and interviewing helped to bring more meaning to the analysis, and each interview was conducted following an observation made in the classroom setting. The classroom observation formed some stimulus for the interview and gave me a better understanding of what the teacher was experiencing. As the children knew me as the school counsellor, it was natural to be visiting the classroom. I recorded in a notebook the observable behaviours of the teachers and the children for a 15 -

30 minute period. I used this information when I was interviewing and analyzing the data.

The interview process was intended to help us understand the experience of teachers in their natural setting, the Regular classroom, when Special children are included. Open-ended interviewing was used to elicit rich and detailed information from participants of their lived-experience. I was interested in soliciting the teacher's feelings, rather than just thoughts and opinions. One interview was held in my home and the other two were held in the counsellor's office at the school. In each case, the participant was informed of the purpose of the study and an open-ended discussion followed. The interview was audio-recorded and a protocol was transcribed. The bulk of data was gathered through the interview and supplemented by the classroom observation.

Following the analysis of the data collected I shared results with the participants for a validity check. They were asked if the interpretations "fit" and to make any necessary additions, corrections or deletions that they felt were appropriate. By having the data validated by the participant, supplementing the original analysis and having that also validated, created a more clearly

defined product. I also discussed the results with other teachers who have experienced the phenomena, and if they verified that the findings coincided with their own experience, further validation was provided.

Interpretation and Analysis

The procedure I used followed the ideas of Colaizzi (1978), Giorgi (1975) and Osborne (1989). They all described a presentation of the data in a tabular form of themes. The process of data analysis was aimed at uncovering essential structures of the phenomenon in question. Although I could not be completely objective in my analysis of the data, I attempted to let the data speak for itself. Osborne (1989) states, "The researcher's focus is upon the deep structure of meaning rather than surface linguistic structure" (p. 14).

I began by reading and re-reading protocols in order to form an impression of the teachers' experience and to look for commonalities. Common threads and themes ran through each of the interviews which represented the dimensions that allowed understanding of the phenomena. Every phrase, sentence and

paragraph was explored minutely. The pieces of data were sorted and sifted in order to make sense and to find patterns. I clustered the themes and then clustered the clusters into higher order clusters in a "within person analysis" (Osborne, 1989). As there were three participants I completed this procedure three times. I then did an "across person's analysis" as a final clustering of the common themes and common processes found in the individual second order clusters (Osborne, 1989). Recurring themes provided insight into the phenomena being observed. The thematic clusters are represented in Tables. The last chapter provides implications of the findings for other Regular classroom teachers, and suggestions for further study.

Trustworthiness

In using a qualitative research method there was no other intent than to bring into focus the meaning of the phenomenon being studied. In qualitative research, generalization seeks to gain an understanding and the emphas is on discovering the phenomenon in its' own terms. The deeper meaning of the phenomenon emerged from the specific descriptive accounts by the teachers themselves.

Although there are always exceptions to general rules, human behaviour can be described by patterns. If individuals found that the data in the research coincided with his or her own experiences, they may come to the realization that what they had previously perceived as being an individual problem, or personal view, was really part of a universal pattern. It could be reassuring that they are not alone in feeling as they do. If this emphatic generalization occurs it validates the study (Osborne, 1984). The trustworthiness of the interpreted structure of the phenomenon depends upon the extent to which that structure resonates with the experiences of other people, not in the study, who have experienced the phenomenon (Shapiro, 1986). During the course of this particular study, I spoke with many teachers who were experiencing integration. I recorded their views and reactions in a journal (see Appendix C).

By using qualitative research methods I am also looking to expose a relationship between myself and the phenomenon. My idiosyncracies became an asset rather than a liability. By bracketing my own orientation to the phenomenon I provided the reader with an opportunity to understand my own unique interpretation of the data (Giorgi, 1975). There is no right or wrong

way, only differing perspectives.

Osborne (1984) states that, "during collection and interpretation of the data the researcher can check interpretations for goodness of fit with the co-researchers" (p.18). As a researcher I validated my interpretations of the interview with each participant by having him or her read findings and confirm their authenticity. Each participant agreed with my assessment, although a few minor changes were required.

The intent of this research was to spark questioning and observation by both individuals and researchers. By seeing clearly the essence of the phenomenon we have deeper understanding. Consequently, we can realize more about our own lives and are better able to empathize with the world of others.

Ethical Considerations

A letter was written to the superintendent of the County involved to obtain permission to conduct research with his employees (Appendix A). I had the teachers sign a Participant Consent Form (Appendix B) describing their participation in the research. I ensured confidentiality and anonymity of the results as

no individual person, school, or jurisdiction would be named. I received the support of the school Principal and Supervisor of Special Education in the participating County. As the children involved were only indirectly observed, it was unnecessary to receive parental consent.

Chapter IV

Results of the Study

Introduction

This chapter contains the results and discussion of the analyses of three teachers' experiences of the phenomenon of integrating Special children into their Regular classrooms. Initially each teacher's data will be dealt with separately to describe his or her unique experience, constituting a "within person" analysis. Then a "between person" analysis will compare and contrast the essential structures found in the "within person" analyses. A final thematic synthesis will present a picture of the three teachers' experiences.

Prior to each separate analysis the reader is provided with a brief introduction to the participating teachers and the Special children with whom they worked. Examples of each teacher's interview will be presented in tabular format. These are the "First Order Thematic Analyses" of the essential structures of the teachers' experiences (Tables 1, p.59, 3, p.84 & 5, p.112). These

tables contain significant statements from each interview, paraphrased or interpreted meanings, and categorical descriptors highlighting the deeper meaning of the experience. The "Second Order Thematic Analyses" (Tables 2, p.69, & 4, p.94, & 6, p.120) will then be presented to summarize the categories identified in the First Order Analysis and provide the essential structure of the Regular teachers' experience with integrating Special children.

The tables contain information which is important in understanding the three teachers' experience of integration. They provide a systematic analysis of the phenomenon being investigated. Once the deeper meaning of each teacher's experience has been presented, a synopsis of his or her experiences will be explicated.

The "Second Order Themes for all Teachers" is presented in Table 7 (p.128) and a generalized description of each theme is provided. A visual representation of the absence or presence of each theme in each of the three teacher's experiences is provided in Table 8 (p.130). This gives a clear picture of the consistency or uniqueness of the teacher's individual experience.

In conclusion, the "Third Order Clustered Themes" are presented in Table 9 (p.131). Utilizing all the information provided

in the previous tables, a synthesis of the three teacher's experiences will be provided. In the last chapter of this research this synthesis will provide the basis for relating these findings to other studies that examined the phenomenon of Regular classroom teachers' experiences with integration.

Mark

Background Information

Mark is a first year teacher in a Regular Grade Three classroom. He is in his twenties and had graduated from the Faculty of Education the year previous to the interview. Mark described himself as, "hardworking, I like a challenge, I tend to get bored." He also said, " I'm honest, I try to be. I'm very down to earth." He liked a variety of kinds of people and felt that he could have more fun if he got along with a lot of different people. The children in his class described him as one of the best teachers they had ever had and lots of fun.

Mark's first exposure to children with handicaps was when he worked at Special Daycamps and volunteered on fieldtrips for a school with disabled persons. He enjoyed these experiences and found them rewarding, although initially he felt that it would not be as positive for him as it was. Mark said, "I sort of had this old traditional type of, 'No, I don't want to work in that kind of setting thanks', but I didn't want to collect unemployment insurance, so I took the job." This experience was so positive for Mark that he decided to become a teacher. In retrospect, he feels that getting his

teaching degree was a "real blessing".

Mark worked as a teacher assistant with a grade six student who had numerous handicapping conditions. Here Mark became aware of the power he had to make a difference in a child's life. He had not realized, "that the teacher in the school setting made that much of a difference with one student." After a short period of time, the child he had been working with in the integrated setting was, "walking and talking in one-word or two-word phrases and mostly you could contribute that to the integration, he had a reason to talk to somebody and it wasn't nurses in white uniforms." This experience led Mark to believe that institutionalized settings did not provide an atmosphere conducive to growth. He witnessed growth in learning when it was relevant and meaningful to the child. He believed the best placement for Special children was part time in a Regular classroom, with age-appropriate peers, combined with a part time placement in a segregated setting where individualized and specialized skills could be taught. This situation could provide the best of both worlds for the child and the teacher. Mark's opinion reinforced his affirmative attitude toward integrating Stephen into the Regular classroom situation.

At the beginning of the interview Mark exhibited a slight degree of nervousness, but quickly appeared to relax when sharing his personal feelings and experiences. Initially he may have been uncomfortable because he did not know me well, as did the other two teachers.

Mark's Integrated Child

Stephen

The following is a portrayal of Stephen based on information gleaned from counsellor and teacher files, personal knowledge obtained through observations and discussions with the child and his parents, and descriptions provided by his teacher.

Stephen was the integrated child in Mark's grade three classroom. He was nine years old at the time of the interview. He was an active child who appeared to enjoy his involvement in Mark's classroom. An outside observer in the classroom likely would not have picked Stephen out as being different from any of the Regular children. He was identified in his second year of grade one as a child who was experiencing a number of difficulties. He displayed a severe gap in his ability to focus on classroom instruction and to

complete assigned tasks. He was described by his teacher as a self-distracter and that Stephen's behaviour was having a negative impact upon the learning climate for the other students.

In the grade one classroom, two years previously, Stephen lacked social skills and did not demonstrate a desire to learn, even when the learning was structured for success. He displayed an "I don't care" attitude about most everything and frequently needed discipline. He experienced severe difficulties with visual-motor control and therefore copying from the board, printing in his scribbler and even manipulating objects were difficult tasks for him.

In order to help Stephen, and to provide him with the best educational opportunities possible, the school implemented a number of intervention strategies. A full-time teacher's aide was hired to assist Stephen in the Regular classroom and to supervise him on the playground. A behaviour modification plan was designed specifically for him which had specific consequences for a set of behaviours. Regular case conferences were set up which included his parents and other support team members. The school counsellor worked with Stephen in a pro-social skills group and an Individual Education Plan

was designed in order to maximize his success. As all of this intervention did not appear to be the answer, Stephen was transferred into a Special classroom for his grade two year.

In the Special classroom Stephen's behaviour became more aggressive, more noncompliant, and he was frequently off task. As a result of a complete psycho-neurological assessment, medication was prescribed which was intended to control his behaviour. This seemed to help when his parents were consistent in administering it.

Stephen continued his placement in the Special class with some integration in the Regular grade three classroom. He continued to display behaviourial, social and academic difficulties yet his integration placement appeared to be having a positive effect on his in-classroom behaviour. Stephen still had difficulty interacting with others on the playground and in the Special class setting, but his personal motivation to stay in the integrated setting was salutary. He seemed to enjoy being with other children his age and appeared to be fairly well accepted by them. He also appeared to respect Mark. For the first time in his schooling years Stephen may have felt a sense of belonging and motivation toward school.

Table 1 - The following is representative of the data collected during the interview with Mark but, is not a complete list. Redundant and irrelevant material is not included.

Examples of
First Order Thematic Abstraction of Mark's Experience

Excerpts from Mark's Transcribed Interview	Paraphrased Meanings	Categories
1. I'm for the mainstreaming.	Overall I believe that integration is a good thing.	Positive Attitude of Regular Teacher
2. Mainstreaming was their whole philosophy and they did it carte blanche . . . I think it has to be on an individual merit basis.	In my opinion there are limits to who can be successfully integrated. Each person is unique.	Limitations of Integration
3. He was walking and talking in one or two word phrases and mostly you can contribute that to the integration, he had a reason to talk to somebody.	Integration provided a reason for the child to talk and therefore his language improved. Learning occurs when it is meaningful.	Positive Effect on Integrated Child
4. It was a very positive experience.	I enjoyed working with the integrated student.	Positive Experience of Regular Teacher

5. I sort of had this old traditional type of, "No, I don't want to work in that setting thanks."	My feeling about working with integrated students was negative and based on pre-conceived biases.	Negative Attitude of Regular Teacher Initial Response of Regular Teacher
6. I took the job and it turned out to be just a real blessing.	Working with an integrated child was a positive catalyst in my life.	Positive Experience of Regular Teacher
7. The teacher in the (integrated) school setting made that much of a difference with one student because he progressed so well.	I saw that a teacher could have a tremendously positive effect on an integrated student.	Positive Effect on Integrated Child
8. I got to work with all these kids . . . The whole atmosphere and the whole idea was just a very positive one.	I enjoyed working with integrated children and felt that integration was a very positive thing.	Positive Experience of Regular Teacher
9. I did see some negative with some of the Dependent kids . . . and they were just thrown in the same classroom and it didn't turn out all that well.	How children are integrated impacts on the effectiveness of the process.	Limitations of Integration

10. (Integration) has gone just about the way I expected. It works.	I have a positive attitude toward integration and because I believed it would work, it did.	Expectations of Regular Teacher Positive Attitude of Regular Teacher Self-fulfilling Prophecy
11. They like to work with him, they like to invite him all the time.	The Regular students like to be with the integrated student.	Acceptance of Integrated Child Positive Attitude of Regular Students
12. I try to just make him as much a part of the normal setting as possible.	I believe that if a child is to be integrated then he must not be made to appear different.	Belonging Positive Attitude of Regular Teacher
13. I am a male and they figure that that is what he needs . . . based on the fact that he hasn't really got in a lot of trouble in my class.	The administration believes that the integrated child is better behaved because I am male.	Relationship of Regular Teacher and Integrated Child Male Figure
14. He'd just as soon stay in the class . . . He likes being there.	The integrated child likes being in the regular classroom.	Belonging Positive Attitude of Integrated Child

15. He likes being there (in the integrated setting). I think kids are older than the kids he's used to being with (in the Special program).	It is important to children to be with their age-appropriate peers.	Relationship of Regular Students and Integrated Child Positive Attitude of Integrated Child
16. He really likes being there without the teacher assistant. He likes to be there on his own. He blends right in.	Without the teacher assistant the integrated student can be independent, just like the other children.	Belonging Teacher Aide
17. He blends right in. So that's actually quite a nice little thing we have going. It means something for him to be there.	Because the integrated student likes being in my classroom we don't have many problems.	Relationship of Regular Teacher and Integrated Child Positive Attitude of Integrated Child
18. If I didn't have the T.A. I think it would be a lot harder to do.	Having a teacher assistant makes integration easier.	Teacher Aide Teacher Concern
19. How much do you risk for all of these students for one student?	I question where my responsibilities lie between the Regular students and the integrated student.	Teacher Concern Fairness

20. If he didn't like being there then I could see a lot of other problems arising, behaviour and attention-wise.	The integrated student likes being in my classroom and that means something to him.	Belonging
21. Sometimes the kids like to blame him if they get in trouble.	The Regular children may use the integrated child as a scapegoat.	Relationship of Regular Student and Integrated Child
22. Generally the classroom rules apply to Stephen. He can get his name on the board the same as anybody else.	The integrated child is treated with equality. My expectation is that he will behave as well as the other children and, if he doesn't, there will be a consequence.	Equality Regular Teacher Expectations
23. Q. What are your goals for Stephen? A. Mostly it was just to make him feel part of the class . . . I like to see him just try as hard as he can.	I am not as concerned with the integrated student's academic progress as I am with his self-esteem and developing a positive attitude toward the work.	Belonging Regular Teacher Expectations
24. I don't want him to get this idea that, "You're one of those students."	I want him to feel normal. I don't want him to perceive himself as any less than anybody else.	Self-fulfilling-prophecy

25. I try to show him as much respect as I can. Stephen, you're here with the rest of us and you deserve the same sort of time that the other kids get.	I treat the integrated student with the same respect as I would the Regular students.	Equality Relationship of Regular Teacher and Integrated Student
26. I think he's a really neat kid. . . . We seem to have a rapport that I think helps us in the classroom.	I like Stephen. It helps that we have developed a positive relationship.	Acceptance of Integrated Child Relationship of Regular Teacher and Integrated Student
27. I was waiting for him to explode because that's what I was told he would do.	I was anxious initially because other teachers had forewarned me of Stephen's negative behaviour.	Expectations of Regular Teacher Labelling
28. That first month I didn't know who was the high student or low student, or who was suspended or who got into trouble, but Stephen I knew. I knew alot about him even before the first day.	Stephen had been labelled by the other teachers. I had to be careful not to develop a biased opinion about Stephen even before I met him.	Labelling

29. You don't want this student for this and this and this reason. I think sometimes the student knows that and thinks, "I'm a rotten kid anyway."	Children are intuitive enough to know when you don't like them. If you believe that they are not worthy, the child will feel unworthy.	Labelling Self-fulfilling-prophecy
30. I don't think he tested me as much as he usually does because I was a male and he seems to get along with me.	Stephen respects me because I am a male. He may feel that we have something in common and we have a positive relationship.	Male Figure Relationship of Regular Teacher and Integrated Child
31. I didn't put him at the back of the row. We started off right in the middle of one of the rows . . . He's just one of the class.	Because I treat Stephen the same way I treat the other children he feels that he belongs in our class.	Equality Belonging Acceptance of Integrated Child
32. I spend probably a bit more time keeping him on track.	Having an integrated child in your classroom demands more of your time.	Teacher Concern
33. I think in this situation I wouldn't need the background of Special Education.	My intention is to integrate Stephen as one of the Regular students, so I don't require Special Education training.	Teacher Training

34. It's much easier for me to teach him just as a Regular student and in the back of my mind pare the work down for him, you know, do it orally or half of it.	I do make some modifications for Stephen, although overall I try to teach him the same as the Regular students.	Modifications
35. I think it's just the idea he likes to be in the classroom . . . Which of course makes it very easy on me.	Because Stephen enjoys being integrated he isn't the behavioral problem he could be.	Belonging Positive Attitude of Integrated Child
36. They seem to be on the same level as far as talking to each other and have the same likes.	Part of the reason the integration works is because Stephen feels that he belongs. He relates well with his age-appropriate peers.	Belonging Relationship of Regular Students and Integrated Child
37. At the sound of blowing my own horn I think I do make a difference . . I'm the only male in there.	I think Stephen responds better to me because I am male. I think that is part of the reason his integration has been successful.	Male Figure Positive Effect on Integrated Child

38. Based on the experience I had as a T.A. and knowing it can work, I just try to make him one of the kids.	Because of my positive past experience with integrating Special children I believe it can work. I attempt to make the student feel as much a part of the Regular class as anyone else.	Belonging Positive Experience of Regular Teacher Equality Positive Attitude of Regular Teacher
39. I think the fact that I was willing to have him come in makes a difference . . . I had no reservation and resentment.	Integration wasn't forced on me. I have a positive attitude and open mind toward integration. That makes a difference in the success of the program.	Positive Attitude of Regular Teacher
40. Stephen's pretty intuitive and he picked up that he was welcome there . . . I wanted him there.	Children are sensitive and know when a teacher likes them or dislikes them. Stephen understood that I liked him.	Belonging Positive Attitude of Regular Teacher Acceptance of Integrated Child
41. There's some students that just can't be integrated for various reasons.	There are some limits to whom I feel should be integrated into Regular classrooms.	Limitations of Integration Teacher Concern

42. I don't have any old habits or ways I've taught for ten years . . . Everything to me is new so what's one more new thing now . . . I like the challenge.	It is an advantage to be a first year teacher because I am willing and open to new and challenging ideas and not set in my ways.	Challenge Positive Attitude
43. I don't think it has overburdened me. I've really enjoyed the class as well as having Stephen in there. For the most part he doesn't make a negative difference at all. He just fits right in.	It has been a positive experience for myself to have Stephen integrated into the Regular classroom. He feels more "normal" in our classroom.	Belonging Positive Attitude of Regular Teacher Positive Effect on Integrated Child
44. I wouldn't want a T.A. in there the whole time. There has to be times when it's that student and me, just the two of us.	Although I am comfortable having the T.A. in the classroom I need some times when the child and I can act independently from other support.	Teacher Aide Teacher Concern Relationship of Regular Teacher and Integrated Student

Table 2

Second Order Thematic Abstraction of Mark's Experience

Note: Numbers in the parentheses refer to the categories which were identified with numbers in Table 1.

Thematic Clusters	Generalized Descriptions
1. Acceptance of Integrated Child (11, 26, 31, 40)	The Regular students have accepted the integrated student; Mark has accepted the integrated student; Mark and Stephen have a positive relationship, they accept and like each other for who they are.
2. Belonging (12, 14, 16, 20, 23, 31, 35, 36, 38, 40, 43)	Mark believes Stephen needs to feel that he belongs and does things to help that; Stephen feels he belongs in the Regular classroom and responds positively.
3. Challenge (42)	Mark likes the challenge of integration.
4. Expectations of Regular Teacher (10, 22, 23, 27)	Mark expected integration to work; Mark's expectations for Stephen were that he would feel good about himself and about being part of the Regular classroom; initially Mark expected poor behaviour from Stephen.
5. Fairness/Equality (19, 22, 25, 31, 38)	Treating Stephen and the Regular children fairly is a concern for Mark; Stephen is treated the same as the Regular students; Stephen likes being treated on an equal basis with the other children.

6. Initial Response of Regular Teacher (5)	Before Mark had ever worked with handicapped people he felt negative towards the idea.
7. Labelling (27, 28, 29)	People form pre-conceived ideas about what Special children are like; children respond to how they are labelled.
8. Limitations of Integration (2, 9, 41)	Mark has a criterion on whom he feels can be successfully integrated.
9. Male Figure (13, 30, 37)	Stephen responds positively to the male teacher; being male is advantageous for Mark.
10. Modifications (34)	Some adaptations are made to accommodate Stephen.
11. Positive Attitude of Integrated Child (14, 15, 17, 35)	Stephen has a positive attitude toward being in the Regular classroom; Stephen likes being with children his own age.
12. Positive Attitude of Regular Students (11)	The Regular students have a positive attitude toward Stephen.
13. Positive Attitude of Regular Teacher (1, 10, 38, 39, 40, 42, 43)	Mark has a positive attitude toward integration and Special children; Mark feels positive about his effect on the integrated student; it is an advantage for a Regular teacher to have a positive attitude toward integration.
14. Positive Effect on Integrated Child. (3, 7, 37)	Integrated classrooms promote learning; Stephen responded positively to having a male teacher in the integrated setting; Stephen feels that he belongs in the

	Regular classroom.
15. Positive Experience of Regular Teacher (4, 6, 8, 38)	Mark felt that working with Special children had been a positive experience; Mark's positive past experiences helped him believe in integration.
16. Relationship of Regular Student and Integrated Child (15, 21, 36)	Stephen enjoys being with age-appropriate peers; Stephen's peers occasionally will take advantage of him.
17. Relationship of Regular Teacher and Integrated Child (13, 17, 25, 26, 30, 44)	Mark and Stephen have developed a positive relationship; Stephen respects Mark and vice-versa.
18. Self-fulfilling Prophecy (10, 24, 29)	Because Mark believes that integration works, it does; Mark does not want Stephen to perceive himself as less than anyone else; if a Regular teacher feels that a Special child is not worthy, the child will feel unworthy.
19. Teacher Aide (16, 18, 44)	Stephen likes to work independently from the aide; teacher aides are beneficial to the integration process; teacher aides are not necessary 100% of the time.
20. Teacher Concern (18, 19, 32, 41, 44)	Mark has some logistical concerns regarding integration. (i.e. - teacher aide time, equal time and attention for the Regular students, who can be successfully integrated)

21. Teacher Training (33)	Mark feels that Special Education training is not necessary to integrate Special children.

A Synthesis of Mark's Unique Experience

Mark presented an overall positive attitude toward integration when he stated, "Generally I'm for the mainstreaming." He related that this attitude developed when he was a teacher's assistant at a school that practised complete mainstreaming. He worked with a child who showed incredible progress in the integrated setting. Mark described it as, "a very positive experience, in fact there was hardly any negative about it at all." He observed that "the whole atmosphere and the whole idea was a very positive one." It was because of this experience that Mark was motivated to go back to University and procure his teaching degree. He had previously acquired a degree in Economics but found this vocation uninspiring and monotonous.

Although Mark emerged as a strong advocate for integration, he did express some reservations as to what he felt would work. He believed that there are certain children who are too handicapped to benefit from an integrated setting. Mark did not want to work with Dependent Handicapped children. He described his feeling toward integrating these children when he said, "they couldn't talk, didn't

have any speech skills, they had temper tantrums, drooled and they were just thrown in the same classroom and it didn't turn out that well." He was more than willing to work with Special children in a Regular classroom setting and has enjoyed the opportunity to work with Stephen, the Special child integrated this year.

Mark felt comfortable and confident to be Stephen's teacher. He did not feel that having Special Education background was necessary because he liked to teach Stephen as he would the Regular students. "It's much easier for me to teach him just as a Regular student and in the back of my mind pare the work down for him, do it orally or do half of it." Mark described his goal for Stephen as, "to make him feel part of the class."

Mark displayed a strong sense of self-esteem when he said, "At the sound of blowing my own horn, I think I do make a difference." He felt that the children in his classroom, including Stephen, respected and liked him. He felt that he had a rapport with Stephen that helped him in the classroom. Mark felt that Stephen had the ability to behave, if Mark believed in him.

Mark's belief in Stephen had a positive effect on him. He expressed the opinion that, because he was male, Stephen did not

test him as he had female teachers in the past. Mark believed, "the reason he is in my class is because I am male and they figure that that is what he needs." He described Stephen as innately feeling something towards males and therefore responded better to them. He felt that his being male had been an advantage for the boys in the classroom who did not have male figures in their homes.

Mark had no reservations or resentments about being a Regular classroom teacher integrating a Special child. He believed that "it works". He also believed that his willingness to have Special children made a big difference and that Stephen "picked up that he was welcome there." He felt that being a first year teacher was an advantage because he did not have old habits or prejudices that could not be easily changed to accommodate Stephen. As Mark put it, "Everything is new to me, so what's one more new thing."

Mark liked the challenge of teaching and felt that integration represented "just one more challenge." He did not feel that it overburdened him in any way. He summed it up by stating, "I've really enjoyed the class, as well as having Stephen in there. For the most part he doesn't make a negative difference at all. He just fits right in." Mark had developed a philosophical understanding of the

term "integration". He perceived that to fully integrate someone you must not treat him or her differently, just much the same as everyone else. Mark described it as, "I try to just make him as much a part of the normal setting as possible."

Mark was well aware that his positive attitude had the potential to be destroyed by well-meaning others with pre-conceived ideas. He found that colleagues were more than willing to relate negative forewarnings regarding Stephen, even before Mark had even met the child. Mark, "didn't want all this background knowledge." Mark attempted not to pre-judge Stephen and allowed his own positive opinions to form. He tried not to pay attention to other teachers saying things like, "this person's going to explode one day, watch out." Mark said, "when I first started, especially being a first year teacher, I thought that as long as he doesn't wreck the class, as long as he doesn't take away from the rest of the kids, I'll be happy." "I was waiting for him to explode, because that's what I was told he would do."

As can be seen, Mark made a great effort not to let others opinions influence how he would treat Stephen when he entered the classroom. This in itself assisted the positive experience that both

teacher and student had. Because Mark did not believe that Stephen's behaviour would be negative, it wasn't. "We haven't had any of that kind of (negative) behaviour, though I was told that there was previously." Mark feels that Stephen's success in the integrated class was due to "the fact that he likes being in the class, that means something to him, that in itself is probably the biggest single factor." Mark acknowledged that if Stephen, "didn't like being there then I could see a lot of other problems arising, behaviour and attention-wise."

Mark saw Stephen's behaviour improving, his work effort improving, his social skills improving and an overall acceptance by his peers. "He wants to be there, it means something and he seems to like me, I try to show him as much respect as I can." Most of all Mark saw Stephen's self-esteem growing and believed that this would have far-reaching effects in Stephen's life. This experience has reinforced Mark's belief in integration.

Jessica

Background Information

Jessica is a Grade Two classroom teacher in her mid-thirties. This was her first year teaching in a Regular classroom, although she had been teaching in the same jurisdiction for eleven years. Jessica began working with children with special needs as a young Girl Guide. Through volunteer work with the Girl Guides and Special Daycamps she discovered that she was interested in working with special needs children. She felt that, "there was more challenge with children who had problems" and that she was very comfortable with them. Jessica then became a teacher's aide at a private school for language and learning problems. Realizing that she did not have the power to do the kinds of things she wanted to do in the classroom, she decided to attend University and acquire a teaching degree.

Jessica began her career teaching part-time learning assistance at an elementary school. She then taught Enclosed Learning Assistance (ELA), which is a segregated program dealing with elementary children who have Learning Disabilities. She taught ELA for many years at the primary and junior level. At the time of

the interview she was half-way into her first year as a Regular classroom teacher, with two Special children being integrated into her program.

Jessica believes in the positive effect of integration. She maintains, "it is good for us to integrate children as much as they should be or can be integrated." Her philosophy of integration lies in the basic belief that, "the way you treat normal kids is the way you treat those (Special) kids. The more you treat them that way, the more they become normal, and the more the other children see them as normal." Jessica respected Special children as unique individuals and believed that a positive attitude of the Regular teacher, "makes all the difference."

She was very willing to share her feelings and thoughts with the interviewer. The interview lasted for two hours and Jessica openly and readily discussed the subject under review. She appeared to be pleased that someone was interested in her opinion.

Jessica's Integrated Children

The following is a portrayal of the Special children integrated into Jessica's classroom. The information was gathered from teacher and counsellor files coupled with personal knowledge obtained through observations and discussions with the children, their parents and their teachers.

Cathy

Cathy was one of two Special children integrated into Jessica's Regular Grade Two classroom. She was eight years old at the time of the interview. Cathy is a child with Down Syndrome, although you would not have necessarily known this by looking at her or talking with her. Cathy has been described by professionals as a "high-functioning" Down Syndrome child. She was small for her age and could have be mistaken for a Kindergarten child. She was an extremely independent child, self-confident and assertive, to the point of being bossy. Cathy enjoyed the interactions she had with the other children in the classroom.

Cathy has been mainstreamed all her life. She has attended

Nursery School, Daycare, Pre-school programs, Sunday School and spent two years in two different Early Childhood programs. Socially she has been active in Tap, Jazz, Ballet, swimming, skating and Brownies. These experiences have facilitated her enthusiasm for learning and have assisted Cathy in making great gains with her lifeskills.

Cathy is an only child who lives with her mother. Her mother is a strong advocate for integration and believes that Cathy had the right to be educated in her community school alongside peers in a Regular classroom situation. She expressed her concerns about segregated classrooms to members of the school staff, County office members and school Board members. She felt that the segregated environment was a restrictive one that limited the functional and academic competency of Special children. Cathy's Mother campaigned for Cathy to be integrated full-time, beginning in Grade One. The school, however, felt that Cathy's educational and social needs would be best met by providing instruction in both the Regular classroom and the specialized settings. Cathy was integrated into a Regular Grade One classroom for approximately fifty percent of her Grade One year. Her mother's has views have

softened over the past two years as she has observed the benefits of Cathy's receiving instruction in both settings.

In the Grade Two classroom Cathy has a teacher's aide who assists her in her integrated Social Studies and Science programs. She also receives individual and group speech therapy. She attends the Regular classroom setting for Health, Music, Art and Physical Education without the assistance of an aide.

Grant

Grant was the other Special child integrated into Jessica's Regular Grade Two classroom. He was eight and a half years old at the time of the interview. Grant has attended Special programs since the age of three. He requires an aide close at hand due to his behavioral difficulties. He can become quite aggressive with the other children or staff, which is a great concern for the teacher. He also has difficulty with motor skills, concentration and attention skills, paper and pencil skills, independent functioning and language development. Grant still requires toileting assistance. He requires frequent physical and verbal prompts to stay on task and attend in the classroom.

Grant is integrated for Physical Education, Art, Music and Health. As he has speech difficulties it is not as easy for him to be accepted by the other children in the classroom. He has many behavioral habits that are sociably unacceptable and inappropriate. He sucks his thumb, often talks out in class, fondles himself, and is either overly affectionate or overly aggressive with the other children. Grant does not appear to be aware of these behaviours, nor does he understand the consequences of his behaviour. Behavioral specialists and an occupational therapist helped develop programs to assist him. Importantly, Grant's parents were often frustrated with caring for him.

Table 3 - The following is representative of the data collected during the interview with Jessica but is not a complete list. Redundant and irrelevant material is not included.

Examples of
First Order Thematic Abstraction of Jessica's Experience

Excerpts From Jessica's Transcribed Interview	Paraphrased Meanings	Categories
1. There was more challenge with children who had problems.	I like the challenge of working with Special children.	Challenge
2. I was always comfortable.	Right from the beginning I have felt comfortable with handicapped children.	Positive Attitude of Regular Teacher
3. I had to learn all the curriculum again.	As a new Regular classroom teacher I had the extra job of learning the Grade 2 curriculum.	Teacher Concern
4. Having 24 kids . . . the physical stress is higher with more children.	I found the larger class size was physically tiring.	Teacher Concern

5. The two kids that come to me from the Special classes, I really enjoy when they come.	I like integrating Special children in my Regular classroom.	Positive Attitude of Regular Teacher
6. I feel tied too much to a curriculum . . . I feel I am more restricted. . . it is kind of disruptive to have to be so tuned to your schedule all the time.	I resent having to schedule my program to accommodate the Special children in order to meet a government regulated curriculum.	Teacher Concern
7. Sometimes we put limited potential on people when they are really capable of doing more.	I believe the Special children are capable of doing more than they are given credit for.	Believing in Capabilities of Students
8. This kid will be able to do it, I just assume they will and the kid does it.	I believe in the potential of Special children.	Self-fulfilling-prophecy Believing in Capabilities of Students
9. Q. How do the other children respond? A. I'd say they're all really good.	The Regular children accept the Special children.	Acceptance of Integrated Child Positive Attitude of Regular Students

10. Sometimes Grant can be aggressive. . . they'll say, "Hey if you want to be my friend you don't do that."	Even though the Special children's behaviour can be offensive the Regular children treat them the same as any other child.	Acceptance of Integrated Child Teacher Concern Regular Student-Effect
11. The way you treat normal kids is the way you treat those kids.	Integration is about accepting Special children in as normalized a situation as possible.	Acceptance of Integrated Child Equality
12. I am sometimes more lenient . . . if they break a rule because I know they don't understand what is being meant by it.	I make some modifications to accommodate the Special children.	Modifications
13. We have to look at everybody as an individual and we have to accept them as that.	All children should be considered as unique individuals.	Acceptance of Integrated Child
14. It's good for us to integrate children as much as they should or can be integrated.	Integration is a positive thing if the children are ready or if it's appropriate.	Positive Attitude of Regular Teacher

15. I have them work with Cathy . . . it makes them feel good.	The Regular children like to help the Special children. It gives them a positive feeling.	Regular Student-Effect
16. It's really good . . . growing up and not being afraid to be around these people.	The Regular children are learning to be comfortable with people who have handicapping conditions.	Regular Student-Effect
17. I don't think we need such a high teacher aide-child ratio with the Special Ed kids.	Extra help and attention is unequally distributed between Special and Regular children.	Teacher Concern Teacher Aides Fairness
18. I think that there should be a cut-off line.	There is a limit to who can be integrated.	Limitations Teacher Concern
19. "Your child has an I.Q. of blah, blah, blah which means he will never do well in school." You can't say what a child's potential is.	I don't believe in labelling children. I believe in expecting the best from everyone.	Self-fulfilling-Prophecy Expectations of Regular Teacher Labelling

20. We (need to) have more money in the education system to pay for more teacher's aides, or perhaps part-time learning assistance, more speech-therapists, and definitely more counselling for the Regular kids.	The Regular children need more funding for extra help.	Teacher Concern Regular Student-Effect Funding
21. Everything they need, we have the funds available. However, the Regular class, "Well you're going to have to cope somehow". . . That's not fair.	There is not enough funding for everybody and it seems unfair that the Special children get an unequal portion of it.	Teacher Concern Fairness Funding
22. The Special group. I think that's a bad term because those kids aren't anymore special than anybody else. All kids are special.	Jessica feels some concern that the integrated children are labelled "Special".	Labelling Teacher Concern
23. Have we ever considered how they feel when they are in the gym and they can't do any of those things, or when they are in the classroom and they just don't	Maybe we need to be asking the Special children where they are most comfortably placed within the school.	Empathy Teacher Concern

get it?

24. I feel that I have the responsibility to make them do as much as I am asking the other kids to do.	I feel that I am as responsible for the growth of the Special children as I am for the Regular children in my classroom.	Responsibility Equality Expectations of Regular Teacher
25. Those kids want to be in the Grade Two class.	The Special children are motivated to behave and try because they want to be included in the Regular classroom.	Belonging Positive Attitude of Integrated Child
26. The teacher's attitude. Of course that makes all the difference. A teacher who sees these children as different, the other children in the class are going to see these children as different.	If a Regular classroom teacher's attitude toward integration is positive, the Regular children will likely be accepting of the Special student.	Attitude of Regular Teacher Acceptance of Integrated Child
27. It's because I never considered they would do that, that they don't do it. I don't handle them with kid gloves.	I don't have pre-conceived notions about how the Special children will behave. I treat them the same and have the same behavioral expectations for them as I have for	Expectations of Regular Teacher Equality Self-fulfilling-Prophecy Believing

	any child in my classroom.	
28. When we show the kids that we care about them they'll see that it's important and it feels good and they'll do it to other people.	It's important that teachers model acceptance and caring for all children.	Modelling Acceptance of Integrated Child
29. How am I going to organize the classroom . . . so that his wheelchair can get all over the place and still be able to have my centres?	There are logistical concerns a teacher has to deal with when integrating children with Special needs.	Teacher Concern
30. I'm going to have to have a teacher's aide in here all the time and I don't like having somebody in here all the time. It stunts my ability to teach how I want to and I think it stunts some of the kids' ability to talk out.	It bothered me that because I had an integrated child in my room I would also have an aide there all the time. I felt that I could not relax with the children and I resented that.	Teacher Concern Teacher Aide Resentment

31. The more behaviour problems or handicapped people in your classroom, the more teacher's aides, consultants, etc. are going to be there. . . it's like you're being evaluated on a 24 hour basis.	I feel that adults are often critical of teachers and I like to have my own space in my classroom.	Accountability Teacher Concern Teacher Aide
32. There's an underlying feeling of not wanting to be a failure.	People watching may not realize how much longer it takes to teach a Special child new concepts. I don't want them to think I am an incompetent teacher.	Accountability Competence Teacher Concern Responsibility
33. I think these children can do well. I like to have them in the room and I'll do whatever I can to modify it for them.	I feel positive toward Special children and will modify the program for them.	Positive Attitude of Regular Teacher Believing Modifications
34. Could I do something a little bit more complicated for my Regular kids? Am I watering it down too much for the sake of those one or two? I've got twenty-three other kids who	It's hard to keep twenty-four individual children happy and it worries me that I may be missing somebody.	Teacher Concern Regular Student-Effect Modifications Fairness

deserve it as much.

35. Other teachers don't always know how to handle him even though they have had lots of experience, but it's not their fault. They've never had to work with these children, University gave them no training.	I am fortunate that I have Special Education training because many Regular teachers have no training to work with Special children.	Teacher Concern Training
36. Then they said, "Modify your program and pilot this new Science program and pilot this new report card and do this and do this and do this."	Regular classroom teachers are under a lot of stress created by a heavy work load and a lot of demands placed on them.	Teacher Concern Modifications
37. I need that kind of challenge in my day. It makes me feel like I'm doing something worthwhile.	It is a challenge having Special children in my classroom but it is also rewarding.	Challenge Positive Attitude of Regular Teacher
38. The Board of Education is not being fair to the teachers. Regular teachers were not phased into this program at all.	It is unfair to expect teachers to educate Special children when they have had no training or choice in the matter.	Fairness Teacher Concern Teacher Training

39. It takes away some of my freedom. It takes away some of my choice. Every time you have some of your freedom taken away you build resentment.	I experience some resentment because I feel that having Special children in my class limits my choices.	Resentment
40. It's natural to be scared of something if you have never been around it. It's a matter of experience.	Many Regular classroom teachers have never been exposed to children with special needs and feel afraid of them. I am comfortable in this situation because of my experience.	Experience of Regular Teacher
41. When they're with those kids all the time it changes their attitude. You can't help but love them.	Regular teachers of integrated Special children may grow very fond of them after some time spent together.	Attitude of Regular Teacher
42. They have to feel they are part of the class.	For integration to be positive, Special children have to feel that they belong.	Belonging
43. Some funding should come from Health Care. Some reasons for teacher's aides are for health purposes.	Funding for health reasons should not come from Education funding.	Teacher Concern Teacher Aide Funding

Table 4

Second Order Thematic Abstraction of Jessica's Experience

Note: Numbers in parentheses refer to the categories which were identified with numbers in Table 3.

Thematic Clusters	Generalized Descriptions
1. Acceptance of Integrated Child (5, 9, 10, 11, 13, 26, 28)	Jessica accepts the integrated students in her classroom; the Regular children accept the Special children; the Regular children expect the Special children to treat them the same as any other child would; Jessica treats the Special children the same as she would any child; all children should be accepted as individuals; a teacher's attitude towards integration plays an important part in the acceptance of the integrated children; when Regular children observe teachers accepting Special children they are more likely to accept them themselves.
2. Accountability (31, 32)	Jessica feels that parents, administration and other staff are watching to see how successfully she is handling the Special child; Jessica does not want others to think she is incompetent.

3. Attitude of Regular Teacher and Regular Students (26, 41)	Jessica's attitude toward integrating Special students affects how the Regular students feel about the Special children; attitudes toward Special children usually change positively with time and exposure to them.
4. Believing (7, 27, 33)	Jessica believes in the potential of the Special children; Jessica believes that Special children can be expected to behave appropriately in her classroom.
5. Belonging (11, 25, 42)	Jessica feels that all children should be treated equally and no one should be made to feel that he or she is different or don't belong; the Special children want to feel that they belong in a Regular classroom; the Special children like to feel that they are part of a Regular classroom.
6. Challenge (1, 37)	Jessica enjoys the challenge of integrating Special children.
7. Empathy (23)	Jessica feels some concern for how Grant feels in the integrated setting.
8. Equality (11, 24)	Jessica feels that all children should be given equal opportunity and treated equally; Jessica expects the same commitment to completing work

	for the Special children as she does the Regular children.
9. Expectations (7, 8, 19, 24, 27, 38)	Jessica has positive expectations of what the Special children will be capable of doing; Jessica expects that the Special children will attempt to do what the Regular children are doing; Jessica has the same expectations for all children in her classroom; it is unfair to expect that a Regular classroom teacher can teach Special children with no specialized training or choice.
10. Experience of Regular Teacher (40)	It is easier to be comfortable with Special children when you have had some experience with handicapped people.
11. Fairness (17, 21, 34, 38, 43)	The funding for support services must be equally divided among Special and Regular children; it is unfair to expect Regular classroom teachers to integrate Special children when they do not have specialized training; Health Care funding should pay for health related concerns in the education system.
12. Funding (21)	There is not enough funding to adequately deal with Regular and Special children.

13. Labelling (19, 22)	Labelling children as "Special" is unfortunate because Regular children may wonder why they are not considered "special"; labelling children can limit a child's potential.
14. Limitations (18)	There should be a limit to who can be integrated into Regular classrooms.
15. Modelling (28)	Regular children have a tendency to model the attitude of the Regular teacher in regard to integration and Special children.
16. Modifications (12, 33, 34, 36)	To accommodate Special children Jessica makes some modifications to their programs; Jessica feels concerned that programs are being modified too much in order to accommodate Special children; having to modify programs places extra stress on the workload of the Regular classroom teacher; modifications are beneficial for some Regular students.
17. Positive Attitude of Regular Teacher and Regular Students (1, 2, 5, 8, 9, 14, 25, 33, 37)	Jessica enjoys the challenge of working with Special children and is comfortable with them; Regular children feel positive toward accepting Special children in their classroom; Jessica feels that integration is a positive program; Special children like to be integrated

	with their age-appropriate peers.
18. Regular Student Effect (10, 15, 16, 20, 34)	Some Special students can be aggressive with Regular students; Regular students like to help Special children; Regular students are learning tolerance and understanding of others by interacting with Special children; extra help for Regular children may decrease as more funding for support services goes to Special students in integrated classrooms; Jessica feels concerned that too much time and attention is being taken from Regular students to assist the needs of Special children or that the level of lessons may be made too simple to accommodate Special children in the classroom.
19. Resentment (30, 39)	Jessica resents having the extra adults who accompany Special children in the classroom; having integrated children in class limits Jessica's freedom and choices.
20. Responsibility (24, 32)	Jessica feels a responsibility to provide the best education possible for all children in the classroom; Jessica feels a responsibility to be a competent teacher.

21. Self-fulfilling Prophecy (8, 19, 27)	Because Jessica believes the Special children can do it, they do; children may only work to the level that is expected of them; because Jessica expects Special children to behave the same as Regular children, behavioral problems are noticeably reduced.
22. Teacher Aides (17, 20, 30, 43)	Jessica feels that it is unnecessary to provide so much aide-time with integrated students; Jessica would like to have more teacher aide time available for Regular students; Jessica does not like having a teacher's aide in her classroom all the time that integrated students are there.
23. Teacher Concerns (3, 4, 6, 10,17, 18, 20, 21, 22, 29,30, 32, 34, 35, 36, 38, 43)	Jessica feels concerns regarding: curriculum, class size, scheduling and accommodating integrated children, behaviour of Special children, the effects of integration on Regular students, the limits on who can be integrated, funding for support services provided for Regular children, labelling children, organizing the physical aspects of the classroom, teacher's aides, teacher competence, teacher training, heavy workloads and expectations of the Board of Education.

A Synthesis of Jessica's Unique Experience

Jessica's experience integrating Cathy and Grant has been challenging, but overall very positive. As she stated, "I need that kind of challenge in my day, it makes me feel like I'm doing something worthwhile." She felt that integration provided an avenue to help Special children become part of the mainstream of society. Jessica was sensitive to the needs of Special children and all people who, in their lives, deal with handicapping conditions. She said, "I've always felt very comfortable around people with any kind of a problem." This strong sense of empathy made Jessica an advocate for integration in the school system.

Overall Jessica felt positive towards integrating Cathy and Grant, although she did express a variety of concerns. As a Regular classroom teacher she initially felt overwhelmed. She described this feeling as, "I had to learn all the curriculum again and had twenty-four kids instead of eleven." The full class was, physically, more stressful than working with smaller groups. She also found that accommodating the classroom schedule to meet the needs of the Special students was restricting. Jessica said, "it is kind of

disrupting to be so tuned into your schedule all the time."

Jessica had a strong sense of fairness. She felt that, "it is kind of ludicrous to say that twenty-four children get one hour of aide time a week and a special education child gets an aide six hours a day." She did not feel the need to have such a high ratio of teacher aide to Special child in the Regular class situation. There was an aide with the two children at all times. Jessica felt that this was not only unnecessary but an unfair distribution of aide time. She perceived all children as being needy in some form and was disturbed that the majority of funding for support services went directly to Special children and that there was little funding left for the needs of her Regular students. Often the needs of the Regular children were not as visible as the needs of the Special children and she found it harder to justify the funding.

Jessica felt that funding for health services provided to Special children should come from Health and Welfare and "it should not come from education funds." "We need to draw the medical and teaching line and pay accordingly so that we have more money in the education system to pay for more teachers' aides, or perhaps part-time learning assistance, more speech therapists, and definitely

more counselling for the Regular kids." Jessica perceived Cathy and Grant as having "the optimum learning experience" while the Regular children got what they could, "with the money that's left over."

Jessica acknowledged that integration would be an extremely difficult situation for Regular teachers if they lacked Special Education training. She felt that having Special children integrated into a Regular classroom would, "really freak out a lot of people who haven't had any training." She also stated, "I really think we are not being fair to teachers. The Board of Education is not being fair. Regular teachers were not phased into this program at all."

Jessica's past experience enabled her to be comfortable with Cathy and Grant and facilitated her excellent judgement of their capabilities and limitations. She strongly felt that Special children should be challenged to the range of their ability. She did not want to "put limited potential on people when they are really capable of more." She gave Cathy and Grant the same respect as any of the children in her classroom. She felt that all children are individuals and should be accepted on that basis.

Although Jessica agreed with the principle of integrating

Special children, she was apprehensive about being accountable to parents, the public, the School Board and to the children themselves regarding their education. This thought often made Jessica feel incompetent and insecure in her abilities as an integrating teacher. She was not comfortable in having Special children attend her Regular classroom without set expectations for what they would accomplish. She said, "I feel that I have the responsibility to make them do as much as I am asking the other kids to do, keeping in mind that they might not do as well."

Another area that presented both positive and negative responses was the effect the integration process was having on Regular children in her classroom. Jessica observed Regular children becoming more tolerant and understanding of the differences in others and felt very positive about the effect this experience would have on society as a whole in future generations. She felt that it was a benefit for Regular children to be "growing up and not being afraid to be around these people (Special children)." She predicted that because of these experiences, "they'll be a lot more comfortable and have friends in a lot more ranges and probably they'll be a lot more fair."

The antithesis of that positive response was her concern that Regular children had to deal with aggressive behaviour from Special children and that Regular children were missing out on her time and attention because Grant and Cathy required considerably more. As a caring teacher, Jessica also worried that she had simplified the material too much for the sake of one or two Special children. She was constantly questioning if she could, "do something a little bit more complicated for the Regular kids" to challenge their educational needs.

There was also resentment felt that there were more adults involved in her classroom. Jessica said, "When you get more behaviour problems or handicapped people in your classroom, the more other people are going to be in your classroom. It's like you are being evaluated on a twenty-four hour basis." As Grant required a teacher's assistant to be with him at all times, there was always another adult present in the room. Jessica viewed this as an invasion of her privacy. She found it difficult to relax with the class when she felt adults were constantly scrutinizing her teaching. She said, "I don't like having somebody in here with me all the time. It stunts my ability to teach how I want to and I think it

stunts some of the kids ability to talk out."

Jessica was aware that her attitude toward Cathy and Grant had a great influence on how the Regular children felt about them. She attempted to model positive behaviour and acceptance for all her students. She believed in their potential. She also understood the importance a sense of belonging would make in the attitudes of Cathy and Grant. She did all that she could to make Cathy and Grant feel that they were a part of her Regular classroom, and she was constantly aware of what they might be experiencing.

Jessica understood that people generally are afraid and unsure of things with which they are unfamiliar. She witnessed negative attitudes improving with time and exposure to Special children. She said, "When they're with those kids all the time it changes their attitude, you can't help but love them." This phenomenon occurred not only with Regular students, but with Staff in the school and throughout the community. This development reinforced her belief that integration was a positive process.

Jessica disagreed with the concept of labelling Cathy and Grant "Special". She said, "I think that's a bad term, because those kids aren't anymore special than anybody else, all kids are special."

She felt that there was some concern that Regular students would not feel that they were "special" and therefore it separated them and defeated the purpose of integration. Her attitude toward integration included Cathy and Grant on an equal basis with the Regular children, all of whom she considered to be very capable human beings.

It is evident that Jessica's experience with integrating Cathy and Grant evoked both positive and negative responses. Despite her concerns, she felt positive about the experience and saw the benefits that integration had on all the children. She believed that there was potential and hope for these children as there is for all people. As Jessica was devoted and dedicated, the time spent with Cathy and Grant was rewarding for all.

Anne

Background Information

Anne was teaching a Grade Five/Six split class when interviewed for this study. She had been teaching for many years in many different capacities. She started as a basic Grade Three and Four teacher in the early Sixties. She then took a leave to raise a family for a few years and returned to teaching in 1969 as a Language Arts Learning Assistance teacher. She worked with special needs children during this time. Anne then taught three years of Kindergarten. She moved from Kindergarten back to Grade Three and then was in an Administrative position for nine years while teaching a home room. After her years as an administrator she was a homeroom teacher in a variety of classes from Grade Two to Grade Six, including a number of split classes. She has taught all the subject areas and has a vast background of experience.

Anne described her experience as having "had the whole gamut over the years." She had a child in a Kindergarten class with Muscular Dystrophy and a child who died from Leukemia in a Grade Five classroom. She has had children with severe learning disabilities integrated into her Regular classrooms with teacher

assistants. At the time of the interview Anne had six Special children integrated into her classroom for Science, Art and Physical Education. She felt that these Special children were "getting a lot out of it" and for the majority of the time she really enjoyed them.

Anne felt qualified and competent; she felt that she had the skills to work with Special children. She had become comfortable with people who have handicapping conditions as it was something that she lived with everyday. Her husband had been confined to a wheelchair with Multiple Sclerosis. She felt that caring for him had made her a "more tolerant person and understanding."

Overall, Anne viewed integration positively for everyone involved. She could remember years ago when children with special needs sat in classrooms, got very little attention, tried to cope but ended up having high frustration levels because teachers just didn't have time and support to deal with them. Now Anne saw individual programs being set up and children with special needs being given one-to-one assistance by a teacher aide or a teacher trained to provide specific instruction.

During the interview Anne felt most comfortable in speaking about the children in her classroom. She often described her

experience with integration through an example of a child rather than expressing her personal views. It is understandably difficult for a teacher to separate her personal experience from the children in her classroom.

Anne's Integrated Children

The following is a portrayal of the Special children integrated into Anne's classroom. The information was gathered from teacher and counsellor files. In addition to this information, personal knowledge was obtained through observations and discussions with the children themselves, their parents and their teachers. Although there were six Special children involved, I will deal primarily with the one referred to by Anne in our interview, and touch briefly on the other five.

Brian

Brian has been in a Special classroom since Grade One. He was ten years old at the time of the interview and integrated at the Grade Five level in Anne's classroom for Science, Art and Physical

Education. He was the only child out of the six integrated who was considered to have a behavioral problem. Anne described him as having no listening skills and being unable to concentrate on tasks. Brian had good and bad days, usually depending on his emotional state which understandably was a direct result of a poor home life.

Brian came from what may be termed as a dysfunctional family. The Regular children in the classroom were often repulsed by his negative behaviour, unkempt appearance and poor hygiene. He had made no friends in the Regular or Special classroom. Other children tended to avoid interacting with him. This added to the negative cycle of poor self-esteem that Brian experienced, which in turn caused some of his negative behaviour. Anne portrayed Brian as a child in need of a lot of attention when she said, "Brian's questions are always off limit, they're always off-topic. He creates his own little fuss and attention." Brian's problems were multiple.

Part way through the year Brian acquired a hair loss condition and in a few weeks he became completely bald. The other children were informed by the school nurse and the school counsellor of the nature of his condition in order to avoid any misconceptions or fears that may have arisen. Brian wore a hat for the balance of the year.

This affliction contributed to Brian's low self image.

The other five Special children were described by the teacher as having quite a variance in their ability level. Some of them were unable to read a textbook. Some excelled in certain areas, such as Physical Education. There were two girls and three boys, all ten or eleven years old. Anne described them as "a good bunch of kids" who were not behaviour problems in her Regular classroom. Anne portrayed them as conscientious workers who used what ability they had to the fullest. They asked questions and took part in classroom discussions. They worked hard at being part of the Regular classroom and were accepted by the Regular children. Anne felt that integration was a very positive experience for these five Special children.

Table 5 - The following is representative of the data collected during the interview with Anne, but is not a complete list. Redundant and irrelevant material is not included.

Examples of
First Order Thematic Abstraction of Anne's Experience

Excerpts From Transcribed Interview	Paraphrased Meanings	Categories
1. We don't mark them academically. She's there more just for participation so I don't dwell on tests or anything. What they can get out of it is what they can get out of it.	The Special children are integrated for social reasons and not for academic reasons. I don't expect any more from them than what they are capable of doing.	Expectation of Regular Teacher
2. They're a good bunch of kids. They work, they try, they're very conscientious and they're getting something out of it.	The Special children are good children who are, on the whole, trying their best. I feel that integration is a positive experience for them.	Experience of Integrated Students
3. I'm teaching the Grade Six curriculum so I'm not teaching two Sciences.	I am not modifying the curriculum for the Special students.	Modifications

4. The kids are so helpful. . . there's talking and discussing and they're a real help. It's more peer support so I think that's good for them.	The interactions the Special children have with Regular students are positive for them.	Positive Experience of Integrated Students
5. I've had the whole gamut I guess over the years.	I've dealt with all kinds of children in my teaching experience.	Experience of Regular Teacher
6. I think I could handle just about anything except when they are really disruptive.	I have no problem integrating Special children as long as they are not behavioral problems.	Limitations of Integration Teacher Concern
7. If he's going to disrupt twenty-six other kids that's not fair.	I cannot permit one Special child to disrupt the education of the other children in my classroom.	Teacher Concern Regular Student-effect Fairness
8. They all take part in discussion. . . they want to be part, especially in Health and Science.	The Special children are motivated to be a part of the Regular classroom. It makes them feel that they are like the Regular children and that they belong there.	Belonging

9. If (the aide's) there she'll help him settle down and straighten him out.	If there is an aide with the Special child they can take care of behaviour that is difficult for the classroom teacher to control.	Teacher Aide Teacher Concern
10. I can't even handle him in the classroom, how could I take him out in public? I refused to take him.	I have limits on what I will deal with Special children. If they are a behaviour problem there will be consequences.	Teacher Concern Limitations of Integration
11. I think they're quite capable of following directions, listening.	My expectation of Special children is that they will behave the same as Regular children.	Expectations of Regular Teacher
12. Our kids are gaining from it because they get to see that not everybody is perfect and not everybody does well.	It is a positive experience for Regular children to see the differences in people. It helps them to learn tolerance and acceptance of others.	Acceptance of Integrated Students Empathy Regular Student-effect
13. They only get turned off with Brian when he goes to the extremes.	Regular children accept most things about Special students except when they are behaviour problems.	Acceptance of Integrated Student Regular Student-effect

14. Coping with a disability at home for twenty-one years of M.S., I guess I'm a more tolerant person and more understanding	My exposure to, and experience in dealing with a disabled person allows me to be more tolerant and understanding of Special students.	Background and Experience of Regular Teacher Empathy
15. I have very strong coping skills. Working with kids with learning disabilities and other dysfunctions I think I can handle a lot better than most people.	Because of my background experience I feel very competent to teach integrated students.	Background and Experience of Regular Teacher Competence
16. When you see the wheelchairs in the school or see kids walking funny or not able to speak we accept it.	Integrating children with disabilities in the school setting has become an accepted thing by both the staff and Regular students.	Acceptance of Integrated Students Positive Attitude of Regular Teacher and Regular Students
17. You just make adjustments.	You make adjustments to your program or classroom to accommodate the individual needs of Special children.	Modifications

18. Everybody accepted Paul (a child with Muscular Dystrophy) the way he was, we included Paul in everything.	Children with disabilities can be made to feel that they belong and can be included in all Regular activities.	Acceptance of Integrated Child Belonging
19. It would really improve his acceptance from the other kids if his clothes were clean.	Regular children are more accepting of a mental or physical disability that they are of poor hygiene.	Acceptance of Integrated Student Teacher Concern
20. (it's a help to have the aide there) just to keep him settled down.	Teacher aides are a necessity with integrated children who have behavioral concerns.	Teacher Aide Teacher Concern
21. If I had an aide working one on one with them, even just to read to them (it would help).	I am managing with the aide time provided, but there is always more assistance that an aide could provide if there was more aide time allotted.	Limitations of Integration Teacher Aide Teacher Concern
22. I don't put real high expectations for achievement for them. It's more what they can get out of being there, observing, listening, taking part in the experiments and activities.	I don't expect that Special students will accomplish what Regular students do academically. The important lessons are learned from just being part of a Regular classroom.	Belonging Expectations of Regular Teacher

23. They just seem to fit in. They're accepted by the kids. They're part of a peer group. They're working together.	Special children like to be in Regular classroom because they feel an attachment to a group of age-appropriate peers.	Acceptance of Integrated Students Belonging Positive Attitude of Integrated Students
24. When the aides come it helps. Working with a partner helps. All around it seems to be coming together.	Having teacher aides and partners for the Special children makes the integration process easier.	Positive Attitude of Regular Teacher Teacher Aides
25. They really are nice kids. I really enjoy them.	I am enjoying having the Special children integrated into my classroom.	Acceptance of Integrated Students Positive Attitude of Regular Teacher
26. With the experience I've had I don't find it stressful and I don't put too high of expectations on them or for myself.	I am comfortable with integrating Special students and don't put any pressure on them or myself to have them accomplish what Regular students accomplish.	Competence Experience of Regular Teacher Expectations of Regular Teacher Positive Attitude of Regular Teacher
27. (the Special children enjoy) not being different, being a part of it. They all fit in.	Special students enjoy being integrated because they feel that they belong.	Belonging Positive Attitude of Integrated Students

28. I think it's got a lot of pluses for everybody, for the kids, for the rest of the class in learning coping skills.	Integration is a positive experience for everyone.	Positive Attitude of Regular Teacher Regular Student-effect
29. I think it's working. I've seen the kids doing really well.	I believe that integration is a positive program for the Special students.	Positive Attitude of Regular Teacher
30. I can't watch him every second when you've got twenty some other kids to look after.	As a Regular classroom teacher I need to pay attention to the Regular students. It is annoying when a Special student demands all my attention.	Fairness Teacher Concern
31. (Brian's) spouting off all the time. He has no courtesies. He doesn't put his hand up, he just spouts. The others, they want to have their say too. He's already had half the time and he wants more.	Some Special students demand a lot of attention and take teacher time away from Regular students.	Regular Student-effect Resentment Teacher Concern

32. I have to have (aide) in there, otherwise he'd be gone. I just don't feel it's fair to everyone else.	If the behaviour of a Special student is affecting the learning environment, then that child must be accompanied by a teaching assistant or I would not permit him to be integrated into my class.	Expectations of Regular Teacher Fairness Limitations of Integration Regular Student-effect Teacher Aide Teacher Concern
33. My blood pressure rises a little bit. . . I don't let it bother me. I just consider the source.	I don't let the behaviour of a Special child in my class upset me.	Stress
34. We should dance all year with Brian because we would never have a problem.	Brian could behave when he was doing something he liked, such as dancing.	Positive Experience of Integrated Student

Table 6

Second Order Thematic Abstraction of Anne's Experience

Note: Numbers in the parentheses refer to the categories which were identified with numbers in Table 5.

Thematic Clusters	Generalized Descriptions
1. Acceptance of Integrated Students (12, 13, 16, 18, 19, 23, 25)	Regular children are learning to accept people with differences by being exposed to Special children; Regular students do not accept poor behaviour or poor hygiene in Special students; integration of Special students has become an accepted part of the school system; Special children can be included in all activities for Regular children; Anne enjoys having Special students in her classroom.
2. Background/Experience of Regular Teacher (5, 14, 15, 26)	Anne has dealt with all kinds of children in her teaching career and therefore feels very competent to teach integrated students; Anne lives with a disabled person and therefore feels more tolerant and understanding of Special children; because Anne has a lot of teaching experience, she does not put high expectations on Special students to accomplish

	what Regular students can.
3. Belonging (8, 18, 22, 23, 27)	Special children are motivated to be a part of the Regular classroom because they feel that they belong there; Special children can be made to feel that they belong by being included in all the activities of Regular children; there is value in Special students just being a part of the Regular classroom environment; Special students like to belong to an age-appropriate peer group.
4. Competence (15, 26)	Because of Anne's background experience she feels very competent to work with Special children; Anne is comfortable with children with special needs.
5. Expectations (1, 11, 22, 26, 32)	Anne does not expect more of Special children than their level of capability; Anne expects Special students to follow the same classroom rules as Regular students; Anne does not put high academic expectations on herself to accomplish a lot with Special students.
6. Empathy/Understanding (12, 14)	Regular children are learning tolerance and acceptance of others; Anne feels that her exposure to persons with disabilities has made her more

	tolerant and understanding of special needs children.
7. Fairness (7, 30, 32)	It is not fair if a Special child disrupts the education of the Regular children; Anne wants to divide her time equally amongst the Special and Regular children.
8. Limitations of Integration (6, 10, 21, 32)	There are limits to what can be expected of the Special students in an integrated setting; Anne feels that Special children with behavioral problems should not be integrated into Regular classrooms; there are limits to what can be accomplished in the Regular classroom because of a lack of aide time available.
9. Modifications (3, 17, 26)	Anne is not modifying the curriculum for Special students; Anne makes what adjustments are needed to accommodate Special students; Anne does not expect that Special students will accomplish what Regular students are capable of doing.
10. Positive Attitude of Regular Teacher, Regular Students, and Integrated Students (16, 23, 24, 25, 26, 27, 28, 29)	Overall, integration is accepted by the staff and Regular students; there are many factors that assist in positive integration; Anne enjoys the Special students in her classroom; Anne does not find integration stressful; Special students enjoy being integrated

	because they feel they belong with their peers; Regular students are learning coping skills.
11. Positive Experience of Regular and Integrated Students (2, 4, 34)	Anne feels that integration is a positive experience for Special students; the interactions the Special students have with the Regular students are positive experiences; Brian could behave when he was doing something he liked to do.
12. Regular Student Effect (7, 12, 13, 28, 31, 32)	One Special student with behavioral difficulties can disrupt the education of Regular students; Regular children are learning tolerance and acceptance of other's who are different; Regular teacher time and attention may be unequally divided among Special and Regular students because Special students demand more.
13. Teacher Aides (9, 20, 21, 24, 32)	A teacher aide can take care of a Special child's negative behaviour that may be difficult for the Regular classroom teacher to deal with; there are many ways more aide time could be useful in the integrated setting; if Special children have behavioral difficulties, they must be accompanied by an aide in the Regular classroom situation.

14. Teacher Concern (6, 7, 9, 10, 19, 20, 21, 30, 31, 32)	Anne expressed concerns regarding: Special children with behavioral problems, negative effects on the learning of Regular students, poor hygiene of a Special child, not enough aide time accessible, the amount of time and attention spent on Special children in the Regular classroom.

A Synthesis of Anne's Unique Experience

Anne's experience with integrating Special children was both positive and negative. As she had six Special children integrated, there was quite a variance in the ability of the children and also in the experience Anne had with them individually. Overall, Anne felt that, "they're getting something out of it."

Anne also had viewed the benefits for the Regular children in her classroom. She observed Regular children going out of their way to be helpful with Special children, thus she believed it taught them coping skills, tolerance and understanding of others. She would tell her class, "we all have something wrong with us, I'm not perfect, you're not perfect and we have to deal with these differences in people." Now Anne feels that when Regular children in her class see a child in a wheelchair or experiencing some form of disability, they are more likely to accept and see past the disability to the person. It is because of this that Anne describes integration as having, "a lot of pluses for everybody."

Most of Anne's difficulties with integration originated with one of the Special children. Anne said, "I don't have a problem with them behaviour-wise, except Brian." The Regular children had

rejected Brian socially because of his inappropriate behaviour and poor hygiene. Anne also was disturbed at times by these shortcomings. She said, "It really bothers me to see him so dirty. Soap and water doesn't cost a thing these days. That would really improve his acceptance from the other kids, if his clothes were clean."

Anne described an incident where her class entered a Square-dance competition as, "the only highlight of the year for him." Brian loved to dance. Anne said, "We should dance all year with Brian because we would never have a problem." The day of the competition Brian behaved like a different child. Anne said, "He felt good about doing well." The school secretary had obtained some clean clothing for Brian and he was proud of his appearance. He told his teacher, "Mrs. H., I'm all dressed up for a wedding"! As Brian felt better about himself as a person, his behaviour improved.

The Regular children often would ignore, or make fun of Brian. Anne described a game that they would play where "the last one in the room is Brian." Anne stated that she felt Brian "brought a lot of it on himself" by demanding inappropriate attention. She said that the Regular children, "just think he's a joke." Anne was able to have

Brian integrated by incorporating a number of personal skills combined with the support services provided by the system.

In describing what helps make integration work for her, Anne said, "When the aide comes in it helps, working with a partner helps." Anne also tries not to put too much pressure on herself or the children. She doesn't, "put real high expectations for achievement for them (Special children). It's more what they can get out of being there, observing, listening, taking part in the experiments and activities." She also felt that her years of experience in teaching were beneficial in helping her minimize the stress. She described herself as having "very strong coping skills." She said, "Working with kids with learning disabilities and other dysfunctions I think I can handle a lot better than most people. I am comfortable with it."

Anne has accepted that integrating Special children is a part of the Regular classroom teacher's duties. She did not find her experience with it overly stressful, rather she saw many positive results for everyone concerned. Observing the majority of the children, Special and Regular, "doing really well" and benefiting from the program has made Anne an advocate of integration.

Table 7

Explanations of All Second Order Themes Across All Teachers

1. **Acceptance/Belonging of Integrated Students:** This refers to the feeling of inclusion by a group. Special children desire approval by their peers and the Regular teacher. When this happens Special children have a sense of belonging in the mainstream of life. They feel as if "they are a part of" or "fit in" with Regular children. Social acceptance is a key factor to positive integration.

2. **Attitudes/Positive & Negative of Regular Teacher, Regular Students and Integrated Students:** The opinions and personal perspectives of all participants involved in integration will have a significant effect on the success of the program. This entails several components, namely: cognitive (consciously held beliefs or opinions); affective (emotional tone or feelings); and evaluative (negative or positive response). Attitudes toward integration range from extremely negative to idealistically positive and are inferred from observed behaviours.

3. **Advantage/Male Figure:** Being a male teacher, in certain situations, can be beneficial.

4. **Believing/Expectations of Regular Teacher:** The Regular teacher demands certain requirements be met by all children. Each teacher carries a certain set of assumptions about integration and the Special children with whom they interact.

5. **Challenge**: Some of the Regular teachers took integration on as a venture. It was a positive undertaking. The fact that it is a challenge for teachers can leave them feeling either fulfilled or, conversely, stressed.

6. **Empathy/Understanding:** The ability of the Regular teacher and students to have a cognitive awareness of the emotions and feelings of the Special children.

7. **Experience/Background of Regular Teacher:** The effect of accumulated knowledge gained by the Regular teacher from participating with disabled people in the past.

8. **Fear/Initial Response of Regular Teacher:** An emotional state that a Regular teacher may experience when anxious about integration. It is natural for people to respond with some apprehension when faced with something they do not understand or have not experienced.

9. **Integrated Student Effect/Regular Student Effect:** The impact of integration on the students.

10. **Relationship Between Regular Student and Integrated Student/Relationship Between Regular Teacher and Integrated Student:** Describes the sense of commitment to, or connection between individuals. In integrated settings this can be either positive or negative.

11. **Self-fulfilling Prophecy:** Refers to the fact that often things will turn out just as one expects they will. A Regular teacher who predicts that a particular Special child will succeed, tends to treat the child in ways likely to increase that success, thus fulfilling the original prophecy.

12. **Teacher Concerns;** Accountability/Competence, Fairness, Equality, Funding, Labelling, Limitations of Integration, Restrictions, Resentment, Responsibility, Stress, Teacher Aides, Teacher Training, Modifications, Various apprehensions and anxieties that Regular teachers have regarding integration.

Table 8
Second Order Themes Across All Teachers

Note: X indicates the presence of a given theme as an essential structure of that teacher's experience.

Second Order Themes	Mark	Jessica	Anne
1. Acceptance/Belonging	X	X	X
2. Attitude/Positive & Negative	X	X	X
3. Advantage/Male Figure	X		
4. Believing/Expectations	X	X	X
5. Challenge	X	X	
6. Empathy/Understanding		X	X
7. Experience/Background	X	X	X
8. Fear/Initial Response	X	X	
9. Integrated/Regular Student Effect	X	X	X
10. Relationship	X		
11. Self-fulfilling Prophecy	X	X	
12. Teacher Concerns	X	X	X

Table 9

Third Order Abstraction of Common Clustered Themes

Third Order Themes	Common Clustered Themes (From Second Order Themes for All Teachers: Table 8)
1. The importance of a sense of belonging and acceptance.	1. Acceptance/Belonging 6. Empathy/Understanding 10. Relationship
2. The effect of positive and negative attitudes.	2. Attitude/Positive, Negative 7. Experience/Background
3. The experience of the Regular students.	9. Regular Student Effect
4. The experience of the Regular teachers.	3. Advantage/Male Figure 4. Believing/Expectations 5. Challenge 8. Fear/Initial Response 12. Teacher Concerns
5. The experience of the Special students.	9. Integrated Student Effect 11. Self-fulfilling Prophecy

A Thematic Synthesis of Regular Classroom Teachers' Experiences with Integration

Introduction

The purpose of the final section of this chapter is to provide a thematic picture of a Regular classroom teacher's experience with integrating Special children. Essentially, I have identified five themes which will guide this discussion (Table 9, p.131). These include: "The Importance of a Sense of Belonging and Acceptance", "The Effect of Positive and Negative Attitudes", "The Experience of the Regular Students", "The Experience of the Special Students", and "The Experience of the Regular Teacher". In discussing each of these areas I will refer to issues involved in general terms, then bring a focus to bear on individual teacher's experiences. This will assist in the comprehension of similarities and differences found within the essential structure of each teacher's experience.

Theme 1

The Importance of a Sense of Belonging and Acceptance

The importance of a sense of belonging and acceptance of the integrated child was a theme that repeated itself explicitly throughout this study. It is well known that all children search for acceptance and security. They look for it from the important others in their lives. Children need to feel that they are cared for by their significant others. As peers and teachers fit into this category, it follows that Special children could be vulnerable to judgements expressed by them.

The way children's peers perceive them strongly influences the way they will perceive themselves. Kissiar and Hagedorn (1979) stated that, "peer influences are at their zenith . . . when youngsters are most inclined to feel socially, emotionally, and even intellectually inept." This highlights the importance of peers to a Special child who often experiences incompetency. A special education teacher exemplified this when she stated, "the teachers in the Autistic program tried for four years to teach Kevin how to cross the street independently. The other kids taught him in one

week."

The practice of integrating Special students into Regular classrooms has created many positive, as well as negative responses from Regular classroom teachers. Positively, the Regular teacher has an opportunity to model an acceptance and comfort with Special students for all the students. Thus, Regular children may learn tolerance and understanding of others who are different from themselves. Special children can improve their self-esteem by feeling a sense of belonging with their age-appropriate peers and acceptance by their teachers.

Conversely, integration can generate problems in social acceptance. Some Special students struggle with being accepted by Regular students and the Regular teacher. Fox and Malian (1983) state,

> Many Special Education students, whether academically, physically, or behaviorally handicapped, are rejected by their nonhandicapped peers. Individuals in the class who are in the minority racially, culturally, or economically are also not accepted socially. The obese individual has a difficult time making friends as does the student with

poor hygiene. (p. 32)

Some peers may react to these types of individuals by ridiculing, teasing, bullying, or simply ignoring them. This in turn damages the self-esteem of the individual being attacked, which may manifest itself in displays of inappropriate attention-getting behaviour. They may withdraw from others and become social isolates.

One can see how expectations of others and the self-fulfilling prophecy take effect. Isolated or rejected students will often react in a manner that is consistent with others' expectations of them. In light of this fact, facilitating a classroom climate in which self-concept can be enhanced and positive peer interaction increased, takes on a greater importance. According to Dr. Carl Rogers (1961), "The more fully an individual is understood and accepted, the more he (sic) tends to drop the false fronts with which he (sic) has been meeting life, and the more he (sic) tends to move in a direction which is forward" (p. 27).

The following observation is of Brian, a Special child, integrated in Anne's Physical Education class without the assistance of a teacher's aide. I observed for approximately thirty minutes. This segment exemplifies the negative cycle of social

unacceptance.

The Grade Five class enters the gym. Brian immediately gets on the stage and begins to run around. He is smaller than most of the other children. He is wearing a pink cap on his head, due to his hair loss condition. He has a tensor bandage on his arm. The sweat suit he is wearing is visibly dirty.

The teacher yells, "Brian, what are you doing up on the stage?" He pays no attention. She repeats herself. He pays no attention. She repeats herself again. The annoyed teacher turns to me and announces, "He's out for tomorrow, I let him stay for your benefit, he marches to his own time."

The teacher is giving directions on how to play the game. Brian is sitting cross legged, banging a hockey stick on the floor. The teacher singles him out, "Brian, I am speaking, are you listening?" She does not stop for a response.

The girl's team begins a game of floor hockey. Brian waits with the boy's team on the stage. All of the boys move over to one side of the stage in an obvious attempt to get away from Brian. He wraps himself up in the stage curtains and looks to see if the boys are watching him. They are not. Brian takes the tensor bandage off his arm and wraps it around his head like a mummy so that only his eyes are showing. The teacher notices and tells him to leave the game. Brian spins his entire body around to unwrap the bandage. He rewraps it around his arm. He ignores the teacher's request and joins in the game. A boy runs close by and Brian yells, "Ouch." The boy responds, "Ah, f--- off." Brian runs to the teacher to tell on the boy who swore. The teacher ignores him.

Brian returns to the stage, stomps across the stage making as much noise as possible. No one is

> looking. Brian lies down on the stage and makes some sounds. No one is looking. The bell rings. The equipment is put away and all the children leave the gym.

One can clearly see how the lack of acceptance by his peers and teacher accelerated the amount of attention-getting and inappropriate behaviour Brian displayed. The more he was rejected, the more he misbehaved. The more he misbehaved, the more he was rejected by his peers and the teacher. A vicious cycle had developed! Children who are hurt by their peer interactions may withdraw, act inappropriately, or build up other psychological defences and protective barriers. When a child feels accepted he or she can be comfortable. "He is spontaneous rather than apprehensive and he usually does not feel it necessary to prove himself" (Kissiar & Hagedorn, 1979, p. 2). Brian was constantly making efforts to prove himself.

The converse is a child like Stephen. Stephen had been an extreme behavioral problem for years in the segregated setting. Integration, for Stephen, was the motivation to change his negative behaviour. He so desperately wanted to be a member of the Regular classroom, and to be accepted by his age-appropriate peers, that he

began to change his behaviour to gain their attention. As Mark, his teacher stated, "it's the fact that he wants to be there, it means something."

Mark expressed his feelings toward Stephen as, "I think he's a really neat kid." This level of acceptance by Stephen's teacher and peers helped him to develop a positive sense of being a person with his own value. As Mark put it, "That may be the biggest thing, that I wanted him there. Maybe other teachers in other classrooms hadn't wanted him there." The more Stephen was accepted by his teacher and peers, the better behaved he became. The better behaved he was, the more he was accepted. An affirmative cycle had developed!

The acceptance of Stephen, and consequently Stephen's sense of belonging in the Regular classroom, had made all the difference between a negative and positive experience for all concerned. The Regular students liked Stephen and freely interacted with him. Mark said, "The kids just really warmed up to him." Mark grew to enjoy having Stephen in the classroom and Stephen enjoyed being there. Everyone was gaining from the experience.

For all integrated students in this study, with the exception of Brian, there was positive acceptance by Mark, Jessica and Anne. All

three of the teachers described some satisfaction with their personal efforts to accept Special children. Mark said, "It seemed to work quite well." Jessica said, "I like to have them in the room" and Anne felt that, "All around it seems to be coming together. They're nice kids. They really are nice kids. I really enjoy them."

Most of the Regular children displayed tolerance and understanding toward the integrated children. Anne talked about how her integrated students loved being in her classroom and "not being different, being a part of it." Anne said, "They're accepted by the kids. They're part of a peer group. They're working together." Jessica found her Regular children were "all really good" about accepting Grant and Cathy. Mark described Stephen's interactions with the Regular children as, "He really got along with them. . . They like to work with him, they like to invite him all the time." The teachers felt that when the Special students feel confident that they are accepted and a part of the Regular classroom, integration is a positive experience.

Theme 2

The Effect of Positive and Negative Attitudes

When discussing the experience of integration, an area of particular concern is the potential effect of the Regular classroom teacher's attitude. There is no doubt that teacher attitudes influence what takes place in the classroom. The following factors affecting teacher attitude will be discussed: (1) the teacher's personal beliefs regarding integration, (2) the teacher's perceived ability to teach Special children, (3) the behaviour of the Special children, (4) classroom management issues, and (5) the goals of integration.

Teacher's Personal Beliefs Regarding Integration

If a teacher strongly believes that integration is wrong, naturally, that teacher is likely to experience conflict in the integrated setting. Ultimately, if the Regular teacher doesn't want Special children integrated into his or her classroom it does not matter how much extra time, money or other resources are available, it will be a negative experience for all.

There can be many fears and concerns created because

teachers are not sure of what to expect with integration. This reaction is what is commonly referred to as, "fear of the unknown". This is not surprising, as it has only been in recent years that handicapped children have become an integral part of Regular school systems. Most adults, as children, were not exposed to disabled people, consequently, they feel uncomfortable around children with special needs. With time and exposure to them, the discomfort seems to ease. As Iriye (1989) described it,

> By now, the physical abnormalities of the child are less pronounced to my now accustomed eyes. The severity of the impairment of the child and the physical peculiarities have not been altered; but, the combined impact of these effects have somehow lessened and they do not weigh as heavily on my mind as before. (p. 9)

Although each of the teachers in this study had experience with disabled people, and had developed positive attitudes toward working with them, they each acknowledged that initially they lacked confidence and had felt anxiety around handicapped children. Jessica described it as, "It's natural to be scared of something if

you have never been around it. It's a matter of experience." She went on to say how this feeling had changed with time, "When you are around those kids all the time it changes your attitude. You can't help but love them." As Special children become more visible in Regular classrooms, greater familiarity with them likely will lead to more positive teacher attitudes.

The Teacher's Perceived Ability to Teach Special Children

A most difficult aspect to deal with is the level of teacher confidence. Some believe that confidence levels can be bolstered by past experience and teacher training that enables teachers to recognize special needs of children and prepare and implement individualized programs. Winzer (1984) feels that appropriate knowledge and skills would make teachers more willing to integrate exceptional students. Yewchuk, Blowers and Wilgosh (1980) support the idea that coursework and practicum experiences in classrooms with integrated students would help teachers to meet the realities of day-to-day integration.

The Regular teacher's perceived ability to teach Special children is an important factor in his or her attitude toward

integration. Jessica felt that her background training in the special education area helped develop her own competency. She said, "I can see that having kids with problems combined with having kids from Special Ed classes coming and a couple of kids coming from E.L.A. would really freak out a lot of people who haven't had any training. I know Judy didn't know how to handle Ross even though she's had lots of experience, but it's not her fault. She's never had to work with these children, University gave her no training." She went on to say that when she attended University, "If you were not in Special Ed you were not allowed to take Special Ed psychology courses. They say you're not allowed to do this, but when you get out there and teach all of a sudden you're gonna get these kids in your class." She felt that all Regular teachers should have some form of teacher training before being asked to integrate Special children.

Jessica further felt that her exposure to handicapped people at an early age had been beneficial. As she described her initial experience, "I had been a Girl Guide and we had to do volunteer work . . . and I just found that I was really interested in children with problems." Now she says, "I'm not scared or nervous or worried when the kids are in the room, only because I've worked with these

kids for twenty years."

Anne's experience with a handicapped person in her personal life had made her overall attitude toward integration more positive. She said, "M.S. has changed my outlook on life and coping. I have very strong coping skills. Working with kids with learning disabilities and other dysfunctions, I think I can handle better than most people." As well, her many years of experience teaching a wide variety of children gave her a sense of confidence that she could handle any child in the classroom setting.

Mark's perceived ability to teach Stephen was affected by such factors as his exposure to handicapped children, being male, and being a mature first year teacher. Mark felt that being male had a positive effect on his relationship with Stephen as "he responds better to them." Mark's experiences in the past with disabled people had increased his level of competency to work with Special children and that being an older first year teacher had influenced his positive attitude toward integration. He said, "In ten years I might feel different, I don't know. I guess coming into the field near thirty as opposed to twenty-two helps me too. I had experience with kids before." He did not agree with Jessica's view that specialized

training was required for Regular classroom teachers. Mark stated that, "in this situation I wouldn't need the background of Special Education." His goal was to teach Stephen using the same basic procedures as for Regular students.

The Behaviour of the Special Children

All teachers allocate some proportion of their classroom time to discipline and management of the children's behaviour. As long as this proportion is small, such activity is considered part of one's normal obligations as a teacher. However, when high percentages of a teacher's time are being spent keeping classroom order and controlling unacceptable behaviour, it is a problem.

The behaviour of Special students was an on-going concern for two of the three teachers. Brian's teacher, Anne, felt that integrating Brian had been a negative experience for all concerned because of his poor behaviour. Anne's "blood pressure rises" when dealing with the constant classroom disruptions created by Brian. She said, "When Brian has a really bad day I have a really hard time with that." She was concerned with the amount of teacher time and attention that was taken away from the other children because of

Brian. "If he's going to disrupt twenty-six other kids then that's not fair." Anne also felt that because of his lack of attentiveness, Brian was gaining little from classroom experiences. He was not even gaining the benefits from social integration as the other children avoided interacting with him. "They have a hard time handling him and they don't really like him." The Regular students were, "turned off with Brian when he goes to the extremes."

Anne felt that she could, "handle just about anything, except when they are disruptive." She felt that Special children with extreme behavioral difficulties should be kept in a segregated setting and not integrated in Regular classrooms.

Jessica expressed concern, from the perspective of a parent of a Regular child, when she said, "I do not want my child in a classroom where there is some threat that some child who is very violent could be there." In Calgary, Alberta, this attitude is supported by a group of concerned parents called, P.O.R.K., "Parents of Regular Kids", who oppose integration. Jessica said, "We each have to be concerned about our own children if they're in a class with a handicapped child and they feel in danger or unsafe, or if we feel that our child isn't getting the speech or the extra help that

they need."

In contrast, Mark felt that integration could make a difference with difficult students. He said that Stephen "had bad days where he just hasn't paid attention" but "he hasn't had any big temper tantrums and he hasn't told me where to go and how to get there." Mark feels that Stephen's behaviour has improved in the Regular class because, "He'd just as soon stay in the class. The odd time he starts acting up I tell him, 'Well, the choice is if you don't settle down you are going to be asked to leave.' That's usually all it takes because he doesn't like to leave the classroom."

Classroom Management Issues

Classroom management issues were raised by all three teachers. Initially, Jessica was concerned with the physical management of her classroom to accommodate Special students. She complained that her large class size had a negative effect on her attitude toward providing successful integration, and she felt restricted by having to adjust her schedule to meet the needs of Special students. Jessica described this frustration when she said,

You have to schedule your programs so that those

> kids could come. You have to say now at 2:15 we're doing Science because that's when Cathy comes and she has to have Science. So sometimes I feel tied too much to the curriculum. Sometimes I think we should continue doing this because it's working really well, but we must stop because we must change it to Social, or we have to have Health now because Cathy and Grant are here. I feel that way I am a little bit more restricted.

Furthermore, Jessica described feeling pressured to meet the ideals stated by society at large, the School Board, and the influx of adults in her classroom that accompanied the Special children. She did not like having extra adults in her classroom as it made her feel insecure and uncomfortable. Jessica did not feel that Grant or Cathy required the large amount of teacher-aide assistance provided for them. Conversely, Mark and Anne felt that teacher-aide time was essential for Stephen and Brian, in order that they would have time to deal with the Regular children in their classrooms.

Anne, Mark and Jessica agreed that there were limits to the degree of handicapping that could be accommodated in any Regular

classroom. It is likely that, for most teachers, the severity and type of handicapping condition will affect their attitude toward integration.

Mark felt that he "didn't have any problem" with the amount of extra time it took to successfully integrate Stephen. He said, "I spend probably a bit more time keeping him on track. I think by keeping him on track he doesn't get in as much trouble." Anne agreed that integrating Special students did not require a lot of extra time or work on her part. There were no significant changes in her classroom procedures or changes in instruction and curriculum. Anne felt that support services provided for Brian were beneficial. This added to her acceptance of integration. Jessica perceived that, "more and more Regular class parents are going to be saying, 'My child isn't getting as much attention in their group as they should be because there is three of the mentally handicapped children in their particular class. That's not fair because they are taking up a lot of the teacher's time.'" She "felt a real pressure." She described it as, "I felt that if I'm not accomplishing that I've got to work harder and harder."

The Goals of Integration

Regular teachers' attitudes were also dependent on the goals they had for integrated children. Anne did not measure her integrated children's success in academic performance and, therefore, did not feel pressured to meet any curriculum criteria. She believed that Special children would get out of it what they could. On the other hand, Jessica believed that Special students should attempt what Regular students did with some modifications. She experienced both frustration and triumph with this attitude. Mark described his goal for Stephen as, "just to make him feel part of the class, I've been told not to worry too much about the academic." This relaxed attitude complemented Mark's feeling of competence to cope with Stephen.

As all three of the teachers in this study were willing to have Special children placed part-time in their Regular classrooms, integration was generally successful and a rewarding experience for them. A positive attitude was reflected in their interactions with Special students, with rare exceptions, and in all students' achievement and behaviour. Each teacher brought a unique set of professional and personal resources to the classroom. Ultimately, it

would appear that the most important influence on teacher attitude toward integrating Special children was associated with personal experiences with particular children.

Theme 3

The Experience of the Regular Students

There has been much written and discussed regarding integration of students with special needs in Regular classrooms but few, however, ask what effect integration has on Regular students. In this study, their experience emerged as an important factor. All three teachers expressed concern for Regular students. They also discussed the benefits that accrued as a result of integration. The experience of the Regular teacher cannot be discussed without acknowledging the experience of the children involved. Unquestionably, they are interconnected.

In Jessica's classroom both Grant and Cathy were, at times, aggressive with others. She explained, "If Grant gets mad at something he might want to hit somebody or sometimes he wants to hug the kids and instead he almost chokes them. Cathy's also hit a couple of kids or pushed them in the bootroom." Jessica encouraged

the Regular children to take personal responsibility by telling Grant or Cathy, "Don't do that to me, that hurts" or "Hey, if you want to be my friend, don't do that". As a result the Regular children had an opportunity to learn excellent coping skills for dealing with similar situations outside the classroom. She said, "If part of our integration plan is to have a new group of kids coming up to be more aware and able to cope with handicapped people in society, they have to be aware and they know that they don't have to put up with garbage from them." The Regular children did not let Cathy and Grant get away with misbehaviour just because they were handicapped.

Jessica believed that the Regular children would grow up with a good understanding of disabled people.

> They would not think, "I'm gonna catch mental retardation or I'm gonna catch a learning disability, or I'm gonna catch being in a wheelchair, or I'll become blind if I see a blind person." I don't think they'll feel that way and I think they'll be a lot more comfortable and have friends in a lot more ranges and probably they'll be a lot more fair.

Becoming comfortable with all types of people would be an advantage in the lives of Regular students.

Having Grant and Cathy in the classroom also provided an opportunity for them to assist someone who was functioning at a lower level than theirs, and thus it was beneficial to their self-esteem. Jessica said that when Regular children were having difficulties she would often "have them work with Cathy because they're not really able to do it and it makes them feel good too." It also gave the Regular student an opportunity to be exposed to children with handicapping conditions in a safe and structured environment.

As previously stated, Jessica perceived negative aspects for Regular children in the unfair and unnatural division of teaching time and an imbalance in financial allocation, both factors favouring Special students.

Mark did not discuss concerns for Regular students in his classroom to the extent that Jessica did. Mark's Regular students liked Stephen. They often invited him to join in their group work or play. At times Regular students took the risk of getting in trouble with the teacher in order to interact with him. At other times "they

use him as a scapegoat" in order to avoid getting in trouble themselves; this is not an unusual ploy for any child.

Anne saw the effect of integration on her Regular students as being mostly positive. In the classroom she paired the Special children with Regular children. Anne said, "There's talking and discussing and they're a real help. It's more peer support and I think that's good for them." This opportunity gave the Regular children a sense of self-worth and pride in their own capabilities.

Aside from the difficulties that were experienced with Brian's behavior, integrating Special students undoubtedly was helping Regular students to develop tolerance and understanding of others. Most had become comfortable with handicapped children. Differences were regarded as special and acceptable and these differences made everyone unique. Uniqueness was valued. It naturally followed that they learned respect for others and had the opportunity to transfer this learning into their daily lives. These are very positive life skills for Regular children to have acquired.

All three teachers however, also expressed concerns about the effect of integration on Regular children in the classroom. Were these children getting an equal share of teacher time and attention?

Were they being expected to deal with aggressive behaviour from Special children? Was the curriculum being watered down too much to accommodate Special children and thus not challenging the brighter students in the classroom? The classroom environment can become the structure for a pseudo family-like situation where the teacher takes on a parental role. Many teachers regard their students as *their own.* It is understandable then that they feel protective and concerned about the experience of all the children in their care.

Theme 4

The Experience of the Special Students

Teachers involved described the experience for all the Special students, except Brian, as positive. Both Jessica and Mark believed that the self-fulfilling prophecy seemed to affect the experience of the Special child. Jessica believed that, "If a teacher says, 'I'm not going to let such and such do this because they might embarrass me or get me in problems', I know that there is going to be a lot of problems with that child, even if they are only integrated for Art." She also believed that in her classroom, "It's because I never

considered that they would do that, that they don't do it."

Mark agreed with Jessica that Special children's behaviour can be affected by what they perceive their teachers feel toward them. He observed that if a teacher states, "I don't want this student for this and this and this reason, sometimes the student knows that and he thinks, I'm a rotten kid anyway." In his classroom, Mark did not want Stephen to get the idea that "you're one of those students." He went out of his way to treat Stephen as he did all other students.

Stephen was the child who seemed to benefit most from the integrated setting. There were a number of factors that might have contributed to his positive experience. Mark felt that Stephen wanted very much to be included in the Regular classroom because the "kids are older than the kids he's used to being with." In the segregated classroom the majority of the children were younger than Stephen. He liked interacting with his age-appropriate peers. He could talk to them on the same level and they shared some similar interests. Physically, Stephen blended in with the Regular students.

Mark said, "I try to show him as much respect as I can. Stephen, you're here with the rest of us and you deserve the same

sort of time that the other kids get." Stephen was expected to follow the same rules and deal with the same consequences as all the other children. This gave him a sense of personal self-worth. Mark also said, "He really likes being there without the teacher assistant, he likes to be there on his own." It likely gave him a sense of independence and he responded well to being trusted. His motivation to behave was quite simply, "It means something for him to be there." If he misbehaved, he would not be allowed to stay. The result was that Stephen learned to control his negative behaviour because it was meaningful and relevant for him so to do.

Cathy and Grant also were provided with many positive opportunities to learn appropriate social behaviour. As was the case with Stephen, Cathy and Grant were motivated to behave as they also wished to remain in the Regular Grade Two class. If they misbehaved they were removed by the teacher's aide, usually to the Special class. They both strived to be accepted and liked by the Regular children and their teacher.

Imitation is a major device in children's social development. Through observation of models, children add new options to their repertoire of responses. Models can also help children in discerning

which behaviours are sociably acceptable in particular situations. As an example, Grant learned that Regular children responded positively to some of his behaviours and avoided others. It was indeed difficult for Regular children to like Grant when he was hitting, kicking or grabbing at them. Jessica had to keep his desk at the back of the room so that he could be removed from the other children quickly. "Not that he has hurt anybody really badly, but he has slapped a couple of kids across the face and he had strangled and that can be dangerous." Grant could also become agitated because of his lack of verbal skills. In these situations he would explode in a temper tantrum, screaming, and crying. This in turn, would frighten the other students. As the school year progressed, Grants' outbursts lessened and Regular students learned to accept his, at times, lack of control, sure signs of progress!

Cathy, on the other hand, had more capacity than Grant to understand logical consequences. She soon began to realize that Regular children would not play with her if she became aggressive. Having been brought up as an only child by a caring single Mother, she was accustomed to having undivided attention. Also she had been receiving a lot of one-on-one attention in the Special classroom.

Likely the most powerful lesson she learned in the integrated setting was that she was not the omnipotent child she had come to believe herself to be. Cathy had to share her teacher and peers time. This lesson would be invaluable to Cathy in personal relationships in the future.

For five of Anne's six Special students, the experience was positive. She described their time in her classroom as, "they work, they try, they're very conscientious and they're getting something out of it." These children were at a pre-adolescent stage where peer interactions are of prime importance to them. As all of these children were considered developmentally delayed, the peer modelling they received in the Regular classroom was invaluable in developing age-appropriate behaviours. It also helped prepare them for the inevitable transition to Junior High School. Although they had quite a variance in their ability levels, they all worked independently, without an aide in the integrated setting.

For Brian, the experience was different. Because of his behavioral problems, he was the only Special child requiring aide attention for academic subjects. Unfortunately he was a social outcast in the classroom. Unlike some other Special children, he

likely was not motivated to change his behaviour in order to remain in the Regular classroom because he felt unaccepted and uncared for. Simply put, he may not have had a sense of belonging. He was reminded regularly with comments by others that he was different. Anne said, "They have a hard time handling him and they don't really like him." This accented his low self-esteem and in turn, contributed to his poor behaviour.

The Regular children either teased Brian or ignored him and the more he demanded their attention, the less they gave. He could not control his behaviour in public, thus the Regular teacher refused to take him out of school when the class went on field trips. He did not have the means to dress as did other children, or even to keep himself clean. This was a prominent issue with all the children. It was obvious to anyone observing that Brian was not part of the group; he did not fit in. They just put up with him and he in return annoyed them. It is not surprising that his experience was definitely less than positive.

Theme 5

The Experience of the Regular Teacher

After having discussed elements of the experience of Special and Regular children, we can look at the experience from the perspective of the Regular teacher. Integration is a complex issue where inevitably, the experiences of the children and their teachers are interconnected. In order to understand the teachers' experience, we must understand how integration affected the individual children with whom they worked. That way we have a deeper understanding. The themes involved in the discussion of the teacher's experience include: "Fear as an Initial Response," "Expectations and Beliefs," "Challenge," and "Teacher Concerns."

Mark, Jessica and Anne expressed many responses with varying intensity to integrating Special students. Each had his or her own approach and developed coping mechanisms to deal with unique children and situations. While some experiences were negative, the overall feeling expressed by them was positive.

Fear As An Initial Response

Mark, Jessica and Anne had experience with disabled persons in

their past or in their personal lives. This had given them confidence that they were capable of dealing with Special students in their classrooms. Each acknowledged that before they had these experiences, they had felt some fear or uneasiness around handicapped people. Each stated that, with time, they had grown more tolerant and understanding of others and enjoyed their interactions with disabled people. As Mark described his reaction to initially working with handicapped children, "I was a little nervous the first few times, then I actually looked forward to those times when we went out cause it was neat to see them respond. A lot of them couldn't talk but they gave you smiles or some of them learned how to give you a high five."

Jessica and Anne also felt that the integration would not have been as manageable without their past experience and exposure to handicapped people. Jessica felt that because, "I've taught Special Ed and I've dealt with all kind of kids" that she was "comfortable around people with any kind of a problem." Anne stated, "With the experience I've had, I don't find it too stressful. I think I could handle just about anything!"

Expectations and Beliefs

Jessica believed that Special children had latent qualities for which they were not given credit. She had high expectations about their performance in the classroom. She said, "This kid will be able to do it, I just assume they will and the kid does it." She did not believe that a child's I.Q. truly represented his or her capabilities and did not allow this information to limit what she believed was their potential. She did not handle Cathy or Grant differently than she would Regular children in her classroom. She expected them to conform to standard classroom rules, as did Anne and Mark with their integrated children.

Mark was pleasantly surprised with his experience integrating Stephen. Initially, because of what he had been told by well-meaning peers, he expected that Stephen would be antagonistic and hostile. Mark made conscious attempts not to let this influence how he would respond to Stephen. When Stephen came to the classroom Mark treated him with respect and expected respect in return. Stephen responded positively, which made all the difference in Mark's experience with integration.

Mark believed that it was advantageous to be a male teacher

when integrating Stephen. He was convinced that an administrative decision to place Stephen in his class had been made on the basis that he was male. Stephen and Mark developed a rapport which Mark felt resulted because Stephen intuitively felt something toward males. This rapport contributed to Mark's positive experience.

Anne did not place high expectations on Special children's achievement or on herself as their teacher. As she put it, "What they can get out of it, is what they can get out of it." Anne believed that Special students were quite capable of following directions and listening the same as Regular children. If there was a child who could not function at the level of Regular children, Anne expected that a teacher's aide would accompany that student. Anne otherwise felt that it was unreasonable to integrate them and would refuse so to do.

Challenge

Both Jessica and Mark viewed integration as a challenge which they enjoyed. Jessica stated, "There was more challenge with children who had problems" and Mark thought, "The whole of teaching is a challenge, Stephen is just one more challenge."

Jessica said, "I need that kind of challenge in my day. It makes me feel like I'm doing something worthwhile." This optimistic and assured outlook on the part of these teachers facilitated their positive experience with integration. Anne did not mention feeling challenged by teaching.

Teacher Concerns

Although all three teachers had become advocates of integration, they expressed many concerns, revolving around the issues of competency and accountability, fairness and equality, resentment toward scheduling and teacher aides, teacher training, and modification of programs.

Teachers like to feel competent when teaching. They feel a sense of responsibility toward providing good education for children in their trust. Having Cathy and Grant integrated into Jessica's room meant more adults would be observing her teaching. This added stress and it made Jessica feel insecure and tense. She described this feeling when she said, "It's like you're being evaluated on a twenty-four hour basis . . . there's an underlying feeling of not wanting to be a failure." When the teacher aide, a

parent, or other adult was in the room, Jessica felt uncomfortable. She described this feeling as, "I felt a real pressure, I felt that if I'm not accomplishing, that I've got to work harder and harder." Her fear of accountability was overwhelming. Mark and Anne did not express this concern.

All three did express a need for fairness and equality. Mark asked himself, "How much do you risk for all of these students for one student?" Jessica worried, "Could I do something a little bit more complicated for my Regular kids?" or "Am I treating all the kids the same or am I showing favouritism to Grant and Cathy?" Anne expressed concern for the class when she said, "I have to have the teacher aide in there or otherwise I'm afraid he'd (Brian) be gone. I just don't feel it's fair to everybody else."

Jessica spoke of having days where she felt resentful towards integration;

> I do have some days when I feel resentment. The resentment is not towards the kids, but because the fact the kids are there I have to stick to my timetable, number one, and because the kids are there an aide will come and some days I don't feel

like having an aide there. I have no choice. I can't say, "I don't want you here." It takes away some of my freedom. It takes away some of my choice.

While Jessica felt that aides were unnecessary and felt uncomfortable when they were in the room, Mark and Anne felt they were helpful. Mark said, "If I didn't have the teacher assistant I think it would be a lot harder to do" and Anne agreed, "When the aides come it helps." Jessica felt it was unnecessary to have high ratios of aides with Special students in Regular classes. She felt that this did not allow Special students to experience independence, which was, in her opinion, one of the goals of integration. She also felt that the constant presence of another adult in her classroom was stifling. This bothered her and she felt resentful when they were there.

I was scared in the Regular class at first. There was a lot more parents and that scared me, but when the teachers' aide came with these kids, it wasn't the kids, if the kids would've even come by themselves it wouldn't have scared me but this teacher aide accompanied them and I felt like I

was under microscopic whatever.

Mark and Anne had not received any specialized teacher training for working with special needs children. They both were comfortable with the training they had received and felt that there was no need to have had special education background in order to integrate Special students. Conversely, Jessica had special education training and felt that it was imperative that all teachers in this situation should have such a background.

It is interesting to note that none of the teachers were consciously modifying their programs to accommodate Special students. There were subtle changes being made, but not many. This was mostly due to the prevailing attitude that, if integration was to provide these children with a climate similar to that experienced by Regular children, then they themselves must be treated as Regular children.

Conclusion

The thematic synthesis of the teacher's experience with integrating Special children is extremely complex, as shown by the findings of this study. Teachers deal with many varying experiences

on a daily basis. The experiences of the teachers and the students affect each other immensely. The following chapter will provide a final discussion of this study.

Chapter V

Final Discussion

Introduction

It was acknowledged at the beginning of this study that integration is a process that is being mandated in many schools. The success or failure of these programs depend on many factors, a crucial one being the Regular classroom teacher's experience. This study impartially explored the responses of three such teachers, with the intention of expanding our knowledge of the phenomenon of integration. To accomplish this I examined their responses in a thematic way to gain insight into the essence of their experience.

This study sought to answer the question, "What is the experience of a Regular classroom teacher integrating Special children"? It looked at whether there were similarities and differences in responses that characterized the experiences. A qualitative methodology was utilized because of the compatibility of this approach with the exploration of human endeavour. It is my conviction that this study reflects some clear impressions of these three teacher's experience. The purpose of this final chapter is to discuss those emerging ideas and reflect on their implications.

Discussion

The themes emerging from the data analysis are: 1)The Importance of a Sense of Belonging and Acceptance, 2) The Effect of Positive and Negative Attitudes, 3) The Experience of the Regular Students, 4) The Experience of the Special Students, and 5) The Experience of the Regular Teacher. After undertaking this study I can appreciate the magnitude of the issue of mainstreaming. There is no clear answer to all the questions regarding integration because of its' complexities. Each integration situation is dependent on individuals with unique attitudes and backgrounds and unique settings within which they operate. The combinations of these factors are virtually unlimited. The Regular teachers could not discuss their personal experience without relating to many outside factors.

I was deeply moved, both positively and negatively, by the interactions I observed between Special students, Regular students and Regular teachers. I was impressed by how well the Regular teachers managed to cope with behaviours that were overtly demanding and sometimes beyond control. The enormity of the challenges faced daily in the integrated setting is unmistakable.

Although each teacher's experience was truly unique, there were many commonalities noted. They all shared an understanding that Special children need to feel accepted and that they belong in Regular classrooms. The importance of this theme was defined by the work of William Schutz (1966) and Abraham Maslow (1968).

Psychologist William Schutz (1966) described three types of social needs we strive to fulfil as; inclusion, control, and affection. Inclusion is the need to feel a sense of belonging to some personal relationship. It can be satisfied through either formal or informal relationships, such as a teacher-student relationship. The second type of social need is the desire to feel control of our lives. It is the desire to influence others and feel some power over our personal world. The third need is a desire to care for others and have them care for us. Affection is the most crucial, as inclusion and power are usually meaningless if we do not have the sense that others care about us.

Psychologist Abraham Maslow (1968) suggested that human needs could be divided into five categories in a hierarchial process. Each innate need must be satisfied in ascending order before we can be concerned with the next one. The most basic of the needs are

physiological, the need of food, water, sex, elimination and sleep in order for survival. The second of Maslow's needs is *safety*, the need to feel protected from threats to our well-being. With the physiological and safety needs satisfied, an individual is driven by the need for affiliation, or *belongingness and love* needs. Beyond these are the needs for *self-esteem* and *self-actualization.* In order to have positive self-esteem, recognition is required from other people that results in feelings of prestige, acceptance, status, adequacy, and competency. Self-actualization can be described as an ongoing actualization of personal potentials, capacities and talents.

We cannot overlook the importance of the function these needs serve in everyday life. As the teachers and students in this study interacted with one another, it is clear how their level of personal needs limited or enhanced those interactions. Isn't it interesting that Brian was the only Special child to have had a negative experience with integration. He was the only child in the study who did not have his basic physical and safety needs met. He could not even be motivated by belonging or love because his basic physiological needs were not satisfied.

Stephen's need for belonging was satisfied in his inclusion in

the Regular classroom. Mark said the other children thought "he was a really neat kid." Mark himself, "wanted him there." Cathy and Grant experienced similar acceptance from Jessica. Acceptance was the motivating factor that gave these children the desire to learn new behaviours and be a part of the Regular children's routine.

Teacher attitude was the second theme that emerged as bearing great importance. Throughout the integration experience there were many day-to-day dimensions that affected teacher's attitudes. Some of these factors promoted positive response while others impeded it. A brief discussion of positive factors follows.

Mark, Jessica and Anne had previous exposure to a variety of handicapped children. They felt this had been beneficial and a factor in cultivating their positive attitude. It provided them with a feeling of competency in coping with Special children. They were willing to have these children placed in their classrooms, although some reservations were expressed. While not all expectations and accompanying attitudes become self-fulfilling, these teachers believed integration was a good thing, and for them it was.

Positive teacher attitudes toward integration were related to a perception that the Regular classroom placement of a Special child

contributed to positive changes in the child's academic performance and/or behaviour. These improvements were visible to the integrating teacher, the parents, other staff, and to the children themselves. Commitment to making integration work was easier when the philosophy of integration was compatible with the teacher's own beliefs.

Mark and Anne perceived that the requirements of integration such as adapting classrooms, scheduling, and modifying programs, were not onerous and were easily managed. Jessica mentioned that the active support and commitment of the school principal to integration was an important factor in her willingness to accepting the challenge of the Special children. Mark felt that gender was an issue, and that being male was an advantage. Anne acknowledged that she could be positive due to her vast background of teaching experience with a wide variety of children.

The following section summarizes the concerns regarding integration expressed by the teachers. Factors mentioned by Jessica that could impede positive attitude included lack of specialized teacher training, added pressure from constant exposure to teacher aides, consultants, parents, counsellors and other support services

staff, an overly large class size, and concern for the effect on Regular students. Anne was concerned with the disproportionate amount of teacher time that was required by Special students and the effect this would have on educational quality generally. Mark mentioned that he would be less accepting of the integration of students as the severity of handicapping condition increased. He mentioned that his attitude would not have been as positive if the success of Stephen's integration had been measured in terms of academic performance. In spite of these concerns, it would appear that with the teachers involved in this study, excellence in teaching played an important factor in their overall acceptance of integration.

Teacher attitudes and expectations become more crucial when the concept of the self-fulfilling prophesy is acknowledged. Many of a child's responses and reactions can be produced depending on the attitudes and beliefs of the teacher interacting with them. Positive attitudes encourage positive behaviour whereas negative attitudes promote negative behaviour. It does little good to integrate students if the attitudes of the teacher effectively prevent the success of integration.

The experience of the Regular children, the Special children and the Regular teachers were the final themes to emerge. The interconnection between students and teachers is critical. Each experience was affected by another experience. It was difficult to discuss the experiences of teachers without mentioning their interactions with students. A parallel example was made comparing the classroom to a family structure with the teacher playing the parent role. Each person's place and role in the family affects everyone else's place and role. Every action has a reaction and the players in this study were unconsciously following this basic rule of life.

Implications

The purpose of this study was to systematically investigate three teachers' experiences with integrating Special students. Consideration must be given to the fact that three teachers, chosen by myself, were used for the study and that they taught in the same school. Integration of Special students had been in practice in the school for two and a half years at the time of the interviews. There was an overall climate of acceptance toward integration in this

particular school.

This same study could be conducted in many different ways. One could look at the effect of a wider variety and severity of handicapping conditions in the children being integrated. It would be interesting to conduct a longitudinal study to discover if students' or teachers' attitudes toward integration changed with time. It would also be valuable to investigate the experience of integration from the viewpoint of the integrated child. I did not come across any studies previously done that researched integration from this angle. This same study done in a setting where the researcher did not know the teachers or students beforehand may produce somewhat different results.

What can be learned from the revelations in this study? As each of the teachers mentioned concerns regarding the Regular children in their classrooms, it may be valuable to provide an opportunity for Regular children to express their feelings and frustrations, to ask questions and share experiences regarding Special students. This could be done periodically throughout the school year in a supportive group environment and would provide the Regular students with a sense of personal importance.

Although the children in this study were placed in a school that had been practising integration for a few years, each child arrived in the classroom with a unique set of needs and handicaps. As there are still many invisible barriers of fear and curiosity, or stereotyped notions about people who are handicapped, there is a need to prepare the non-handicapped students for integration. Specifically, this could include providing experiential activities to aid in sensitizing Regular students to the needs and feelings of their Special classmates or helping the Regular students to see beyond the handicap to a person that is more often like them than different from them. When providing placement of Special children in Regular classrooms, teachers have an important responsibility to ensure that the students do not suffer because of ignorance or prejudice toward the handicapped.

The interactions between child and teacher presented an important factor. The implications for those administrators responsible for placing Special children in the integrated setting are clear. Teachers are not likely to respond in a uniform fashion to all handicapped students. Care must be taken to assess and accommodate the teachers' personality, the student's personality

and a combination of the two. Teachers need to be asked, not told by administration, if they wish to integrate Special children. This allows choice which gives one a sense of control and will add positively to their attitude. If Regular teachers are not comfortable integrating Special students they should teach in a setting where this is not required. As Jessica remarked, integration worked because the "administrators see it as being a good thing." As the Principal in this research did, administrators need to recognize the important role they play in providing ongoing support for teachers involved.

It was my desire that this research would be meaningful to others seeking to understand how integration affects the Regular classroom teacher. I have faith that this project has contributed to the knowledge base regarding integration. By developing a deeper understanding of the complexity of integration, we can develop integration situations that are positive for all concerned. What a joy it is to know that Special children such as Grant, Cathy and Stephen can live a fuller and more normal life when given the opportunity to do so through integration. Even children like Brian, who have no other opportunity to learn acceptable behaviour, will

benefit from the mainstreaming experience.

Teachers play a significant role in facilitating integration. The success of that integration depends not on discovering perfect solutions to all the questions regarding the issue, but in the willingness to keep looking for answers. I end this study believing in the value of exploration that will provide answers and opportunities for handicapped children to be mainstreamed in our society.

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APPENDIX A
LETTER TO THE SUPERINTENDENT

October 6, 1991

XXXXXXXXX
Superintendent of Schools,
County of XXXXXX

Dear Mr. XXXXXX,

I am a graduate student in Educational Psychology at the University of Alberta. The subject of my Master's thesis is "Regular Classroom Teachers' Experiences with Integrating Special Children". The intent of this study is to qualitatively explore the personal experiences of Regular classroom teachers who have Special children integrated into their programs. As the recent trend in education has been to educate children in the least restrictive environment as possible, it seems important to identify what the experience is for the Regular classroom teacher.

Through the use of in-depth interviewing and observation, I propose to gather information that is not directed in proving that mainstreaming is either advantageous or disadvantageous, but to help understand the nature of the Regular classroom teachers' experience. This information may be useful in providing other teachers and administrators with support and insight in the issues that can make their mainstreaming programs more successful.

As I am presently the school counsellor at XXX Elementary School, I wish to conduct my research with the staff at that school. I feel that it would be an advantage to interview staff that I have developed a working relationship with, based on mutual trust and respect. I also feel that my classroom observations will be more meaningful as I know the Special children involved in the integrated settings.

I have spoken with the principal at XXX School, XXX, and the Supervisor of Special Education in regards to this study and they both have given me their support. I can assure confidentiality and anonymity in the results as no school jurisdiction, school, teacher or child will be named.

I am requesting your permission to interview three teachers, XXX, XXX and XXX at XXX School. I intend to spend approximately one half-hour observing in each of the classrooms and follow that with one interview approximately one hour long. I would like to begin this project in November 1991 and be completed by June 1992. Thank-you for acknowledging my request. I look forward to hearing from you.

Yours sincerely

Loraine Harbin

APPENDIX B
PARTICIPANT CONSENT FORM

A Qualitative Study of Regular Classroom Teachers' Experience in Integrating Special Students

To participants in this study;

As part of this study you will be asked to participate in one half-hour of the researcher observing the Special children integrated into your Regular classroom. You will also be participating in an interview following the observation in which I will ask you to reflect about your experience with mainstreaming. This interview will likely be about one to two hours in length. The interview will be tape-recorded and transcribed for the purpose of analysis. The goal is to understand better what it is like to be a Regular classroom teacher mainstreaming Special students.

I can assure you confidentiality and anonymity in the results as no school jurisdiction, school , teacher or child will be named. You may at anytime withdraw from participating in this research.

I,_____ have read the above statement and agree to participate as a co-researcher under the conditions stated above.

Date _____

APPENDIX C

JOURNAL EXCERPTS

The following are examples of excerpts from discussions I had with other teachers integrating students with special needs. One can clearly see the wide spectrum of opinions and feelings toward the subject. It is partly due to these types of responses that I feel the results of the present research are trustworthy.

"Segregation occurs within the integrated setting."
"If I wanted to be a Special Ed teacher, I would have been a Special Ed teacher"!
"I don't want these kids in my class"!
"What do you expect the students to know"?
"If nothing else we should integrate for social reasons."
"Don't try to teach kids up in the attic, when you haven't built the basement."
"Is this going to be a temporary thing"?
"I feel so inadequate, I need help, I need training, I need support in the classroom"!
"One of the biggest changes is having another adult in the classroom. We thought by giving the teacher an aide that we were taking care of all of the teacher's problems. Not necessarily so. We need to avoid creating an 'aide-maid' relationship."
"We've been able to adapt to most things."
"Why don't they ask the teachers how they feel about having these kids in their classroom"?
"No one can tell me she's going to get something out of it in a Regular classroom"!
"It's not usually the kids that have the problems, it's the adults."
"How do the kids feel"?
"This is your job, this is not your life"!
"Having another adult in my classroom is inhibiting."
"A program that is only dealing with socialization is doing a disservice to that child."

"Everything is generally more positive in the Regular classroom. In Special Ed. the students learn bad behaviour from each other."
"Nobody told the other kids what to do to help, they just seemed to know."
"Emotionally disturbed children cause me more problems than the physically limited kids."
"Well, we've got it all figured out, but what do you do with the behaviourally disturbed kids. Can we tolerate out of control behaviour in the Regular class"?
"I'm afraid for the other children"!
"How many Special kids? What is the saturation point? If all the schools accepted their neighbourhood kids it would be more equally distributed."
"the parents of the Regular kids are upset"!
"What if administrative support is not there"?
"He cares enough about the other kids that his behaviour has come under control."